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**REPORT**

OF THE

**JOINT COMMITTEE**

OF THE TWO HOUSES OF THE

PENNSYLVANIA LEGISLATURE,

ON THE SUBJECT OF A

**System of General Education.**

TOGETHER WITH THE BILL REPORTED BY SAID COMMITTEE, AND AN

APPENDIX CONTAINING SUNDRY COMMUNICATIONS ON THE

SUBJECT OF

**COMMON SCHOOLS.**

                      
SAMUEL BRECK, CHAIRMAN.  
                    

*26.6*  
*Pennsylvania*  
READ IN THE HOUSE OF REPRESENTATIVES, FEB. 1, 1834, AND  
4500 COPIES ORDERED TO BE PRINTED.

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## REPORT, &c.

Report of the Joint Committee of the two Houses of the Pennsylvania Legislature, to whom was referred the following Resolution :

“ Resolved, That a committee be appointed, in conjunction with a like committee by the House of Representatives, for the purpose of digesting a system of general education for this Commonwealth, and that all reports, together with the unfinished business of last session, upon that subject, be referred to said joint committee, who are instructed to report as early as possible, by bill or otherwise.”

In Pennsylvania, our right of suffrage is as broad as possible. A citizen, who pays a tax of a few cents only, can go to the election, with power equal to him who contributes many hundred dollars ; and by his vote, direct the public weal, with the same authority as the richest citizen. It becomes necessary, therefore, to give the man of humble means, an opportunity of understanding the political advantages in which he so largely shares. “ Our institutions,” says a great statesman, “ are neither designed for, nor suited to a nation of ignorant paupers. To be free, the people must be intelligently free.”

The number of voters in Pennsylvania, unable to read, have been computed, from data in other states, at one hundred thousand ; and two thousand five hundred, grow up to be voters annually, who are equally ignorant. In a republican government, no voter should be without the rudiments of learning ; for aside from political considerations, education purifies the morals, and lessens crime. Our philanthropists, who visit our jails, have ascertained that more than half the convicts are unable to read. It is better to avert crime, by giving instruction to our youth, than punish them when men, as ignorant convicts.

A radical defect in our laws upon the subject of education, is that the public aid now given, and imperfectly given, is confined to the *poor*. Aware of this, your committee have taken care to exclude the word *poor*, from the bill which will accompany this report, meaning to make the system *general* ; that is to say, to form an educational association between the rich, the comparatively rich, and the destitute. Let them all fare alike in the primary schools ; receive the same elementary instruction ; imbibe the same republican spirit, and be animated by a feeling of perfect equality. In after life, he who is diligent at school, will take his station accordingly, whether born to wealth or not. Common schools, universally established, will multiply the chances of success, perhaps of brilliant success, among those who else may forever continue ignorant. It is the duty of the State to promote and foster such establishments. That done, the career of each youth will depend upon himself. The State will have given the first impulse ; good conduct and suitable application must do the rest.—

Among the indigent, "some flashing of a mounting genius" may be found; and among both rich and poor, in the course of nature, many no doubt will sink into mediocrity, or beneath it. Yet let them start with equal advantages, leaving no discrimination then or thereafter, but such as nature and study shall produce.

As a preliminary step, your committee addressed through their chairman, a letter, accompanied by interrogatories to the Governors of the States of Maine, Massachusetts, Connecticut, New Hampshire, New York and Ohio. Very prompt, full and satisfactory replies were immediately made. Several individuals, residing abroad and in Pennsylvania, distinguished by their zeal and intelligence in matters of general education, were likewise addressed by letter, from whom communications containing much information have been received, and are, as your committee think, of sufficient value to be preserved; for which reason, they have annexed them as an appendix to this report.

The bill now presented for your consideration, and as they hope for your adoption, contains no compulsory provision whatever. The city of Philadelphia, the county of Philadelphia, and every other county, when this bill shall become a law, will constitute a school division, and every ward, borough or township, will constitute a school district. A joint meeting of the county commissioners, and a delegate from each school district, shall authorize the expenditure, if any, in each district; and these appropriations will be levied and collected in the usual manner. School directors, elected in each school district, will determine the number of schools to be opened therein, and provide them with suitable school houses. Manual labor may or may not be associated with the usual studies. Two inspectors, appointed by the District Court of the city and county of Philadelphia, and the courts of Common Pleas, shall visit every school in their respective districts, for the purpose of inspecting the morals, learning and ability of the teachers; and shall recommend applicants for places as teachers; watch over the progress and conduct of the scholars, &c. A superintendant takes charge of the whole system, which he regulates according to the various powers entrusted to him. The colleges and academies now in operation, will be invited by him to educate, in the aggregate, two hundred young men in two years, to be engaged as teachers, as soon as the plan can be well organized for common school purposes; and finally, an annual appropriation is made, out of funds which will be more particularly alluded to and explained in another part of this report.

The office of superintendent of the public schools exists in the State of New York, and is exercised there by the Secretary of the Commonwealth, in the way proposed by your committee in the bill. Whenever our system shall become fully developed, and the duties thereof be too laborious for that officer, so as to require the whole and exclusive attention of a competent individual, such an one can then be appointed; but for the first few years, the two offices can be connected.

The authority of the superintendent, in New York, extends over more than nine thousand school districts: He receives from them a periodical account of their progress, their organization, their success or their defectiveness. With us, he will be the Executive officer in this new department. It will be his duty to report, annually, upon

1. The condition of the common schools of the State.
2. To furnish estimates and accounts of expenditures of the school moneys.
3. Give plans for the improvement and management of the common school fund, and better organization of the common schools, and whatever else he may deem it expedient to communicate.

The law will control him fully, and he may be censured and removed like other officers. On him, as agent, will depend the well working of the system; and as that system extends, with the increase of our numbers, he may be usefully aided by deputies, who may personally inspect the schools of every division, by districting the State for that purpose. It may be a part of his duty, to interchange reports, annually, with officers of a similar character in other States, for the purpose of correcting our own system, and improving theirs.

But the chief preparatory step is, unquestionably, the formation of teachers; and on this highly important subject, the information collected by your committee is ample. Wherever systems of common schools exist, there is but one voice on this head. Seminaries for the instruction of teachers, are as important as medical schools for physicians. Under the proposed system, a large supply of teachers will soon be wanted; and these must be properly formed for that vocation. They must be taught the art of well governing a school: they must acquire the knowledge necessary to be communicated, and the art of communicating that knowledge. For this purpose, a central school, associated with manual labour, has been suggested, and a bill was reported to the House of Representatives, last year, upon that subject. It was a favourite plan of the great De-Witt Clinton. One or two hundred teachers, under the direction of the State, might be thus prepared annually; but the method recommended by the Governor, has been adopted by your committee, who believe that the existing colleges may be able to furnish model schools and a teacher's course. Any common school, in the neighbourhood of a college, would afford an opportunity, daily, for the student to learn practically that part of his future duty which relates to the management of scholars, without intermitting the course prescribed in college. At the end of two years, he will receive a certificate from the trustees, if properly qualified. In addition to these colleges, some of the best academies may be selected, and thus augment the supply; so that two hundred competent teachers may be furnished annually, who, at an expense of forty dollars each, would cost eight thousand dollars a year. Most of our academies have fallen to the grade of common schools. This is a melancholy truth—so that very few of them can be used as seminaries for forming teachers. Very elaborate manuscript communica-

tions on the subject of academies, have been addressed to the committee. By these we are informed, that in some of our sister States, seminaries, such as our academies were intended to be, are the bone and sinew of the system of general education; forming a connecting link between the colleges. They exert also, as grammar schools of the villages, a controlling influence on education; and we may hope, in Pennsylvania, that the opportunity now afforded to them, of instructing teachers for common schools, will be a means of restoring them to the rank which they ought to occupy. In Massachusetts, where the teacher's course is liberal, these academies attract sometimes as many as one hundred young men, who intend to become practical teachers. Were our academies to be moderately endowed and remodelled, they might exercise an intermediate influence in almost every county, between the colleges and common schools, by qualifying teachers for one, and preparing students in classical studies for the other. But how are young men to be induced to take up the business of teaching? To this your committee answer, by giving them a respectable standing in society—by making their salaries large enough to maintain them and their families. The character of a school is formed by the character of the teacher; and the respect and obedience of the pupil, is regulated by the measure of respect which the master receives from the public. A shameful parsimony prevails in the remuneration of teachers of common schools. The male teacher's pay, in New York, is something under twelve dollars a month; in Ohio, it is from twelve to twenty. Females, in New York, average five dollars, and in Connecticut, some women teach for seventy-five cents a week!! Well paid teachers are the cheapest.

It is not to be expected that the public treasury is to bear the whole burden of the teachers' salaries. On the contrary, the best trained among them will look for their compensation, in a great degree, to the inhabitants of the school districts. It is so elsewhere. For example—in New York, the whole expenditure of the teachers' money, for 1831, was \$663,902, out of which, the State paid but \$50,000; while the school bills, paid *voluntarily* by individuals, besides the local school tax, was \$358,320.

A like plan, in reference both to teachers and schools, must be followed in Pennsylvania; and although we may not see it succeed at first, perseverance will ultimately cause it to triumph. Nor ought we, in the opinion of your committee, to be discouraged, should the people be slow in putting into operation the system now offered; for they find, by the report of the New York superintendent of 1833, that in 1816, only 140,000 scholars attended school. The increase, in 16 years, in the districts which have adopted the school system, was 354,853 scholars; and Governor Marcy informs your committee, that this year the whole number is 512,475. So rapid an increase from so moderate a beginning, gives great reason to hope, that the inhabitants of our own Commonwealth, will gradually shake off the lethargy that now prevails; for it cannot be denied, that much apathy on the



subject of education, has heretofore existed in Pennsylvania—and this may be proved by the sad disparity between those who avail themselves of the free school education, and those who pay no attention to education at all. Of these latter, Governor Wolf computes the number at 400,000. Assuming the last census as a basis, we have 635,849 children under twenty years of age: between four and five hundred thousand of these are, by the constitution, placed under the guardianship of the Legislature, of which, by official returns made last year to the Secretary of the Commonwealth, only 17,462 are now receiving (and that nominally perhaps) instruction *gratis*! Here, then, are 400,000 at least, wholly without any kind of schooling. Yet we now only begin to hear a murmur of discontent from their parents, and a wish to claim the feeble advantages granted by our existing laws. It is a Legislative duty, as your committee thinks, to prepare the minds of our fellow citizens for improvement in this respect, and bring them gradually to the adoption of universal education.

Your committee proceed to consider, very briefly, the system of schooling, as associated with manual labour: Some of our seminaries have considerable experience on that subject. The Rev. Mr. Junkin, principal of the Lafayette college, may be classed among the most competent teachers of the Fellenberg plan: and the union of collegiate education and manual labour has, under his direction, been very successful. Country schools may also be benefitted by a like union, by having small lots of land attached to a school house, that shall be arranged for a work shop and farming. With these, a teacher can be maintained by the labor of the boys, who may be made to work one hour and a half a day only for that purpose. This will be the means of instructing and employing them, and laying the foundation of future habits of industry. The connexion, however, is left by the bill, to the choice of the people. It may be adopted or omitted. The subject, nevertheless, is recommended to the especial attention of the Legislature, as one that is more and more appreciated, as the successful experience of our seminaries fully demonstrate. We see there, young men between eighteen and twenty-eight, work out by manual labor of three hours a day, the whole expense of a collegiate education, and thus qualify themselves most perfectly for future usefulness as instructors.

Having gone through the general provisions of the bill, your committee now offer a few observations, upon the ways and means for carrying them into effect, or rather for commencing a system that is intended soon, with the good will of their fellow-citizens, to become general.

The school fund, in April, will be five hundred and fifty thousand dollars, and the annual addition, arising out of the tax of one mill, land warrants, &c., will be, in round numbers, two hundred thousand, which, with interest accumulating in the internal improvement fund, under the provisions of the act of 1831, will in 1839 or '40, give a capital of more than two millions of dollars, which at 5 per cent. will yield the one hundred thousand dollars set apart by said

act, to be annually distributed for the use of schools. To this accumulating stock may be added large premiums and bonus on banks, the charters of which are soon to be renewed, and capitals increased. If this increase should go no further than two millions of dollars, a five per cent. bonus and a premium of 5 per cent. on selling the stock, would give two hundred thousand dollars, which your committee recommend to be appropriated for the use of schools and forming teachers, in the following manner :

1. The year 1834 may require for teachers' instruction and initiative measures, twenty-five thousand dollars ; that is to say, two hundred young men for future teachers at 40 dollars each, will be \$8,000,<sup>1</sup> and to aid in organizing the new common schools, \$17,000.

2. As the plan develops itself, the increase of schools and teachers will require for the year 1835, the sum of fifty thousand dollars.

3. In 1836, we may hope that sufficient extension will have taken place to require, according to the provisions of the bill, a state contribution of \$75,000.

4. In 1837, a sum of fifty thousand will be left unexpended of the bank bonus, &c., which may go towards defraying the expense of that year, and to which may be added twenty-five thousand from the school fund of the State.

5. In 1838 and '39, the school fund, should it furnish \$75,000 for each of those years, will only postpone the accumulation of that fund to two millions of dollars, one single year ; that is to say, until 1841, when it may pay, at 5 per cent., the yearly sum of \$100,000, as called for by the law of 1831.

Should these expectations be realized, it remains to see in what way these annual state contributions can be expended to the best advantage ; and this brings us to consider the modes adopted elsewhere.

In Ohio, with a school fund of \$550,000, a tax of three-fourths of a mill on the dollar, is collected in the same manner and at the same time that the general revenue is collected.

In New York, the school fund is \$1,754,046, and yields annually, \$106,800, only \$100,000 of which is distributed ; that is, about one eleventh part of the whole school expense ; and no town can partake of the state distribution, unless it levies upon its inhabitants two-elevenths, or a sum double the amount of that to which it is entitled from the fund of general apportionment. This tax is laid upon the several towns and cities ; another two-elevenths is raised by a tax upon the property of the several districts, in pursuance of a vote of the inhabitants thereof ; and the residue, nearly six-elevenths, (being \$606,799,) is paid voluntarily by the parents and guardians of the scholars. The whole annual amount of the school expense in that state, is \$1,126,462 45. The number of pupils taught with this fund, was last year 512,465, at an annual average cost of two dollars and twenty-eight cents each.

This association of state appropriations and taxes, succeeds well in Ohio likewise ; but in Connecticut, where few or no taxes are laid for schooling, and where last year \$85,000 were expended on that

object, out of a school fund of \$1,950,000, the system is less perfect. Its defects, which are ascribable in part to other causes, are, however, gradually disappearing, and means are about being taken to create a rigid inspection of the schools. When the tax existed, the school was better sustained, and the parents far more vigilant. The annual average expense in Connecticut, on 25,000 scholars, is two dollars and eighty cents. All the other states of New England, derive nearly the whole of their funds for the use of schools, from taxes.

By a tabular statement of the colleges in Pennsylvania, the number of students is placed at 530, as follows :

University, Philadelphia,	126	} 530 divided into 1,347,- 672, the amount of our population will give about one college taught indi- vidual to every 2540 in- habitants.
Carlisle,	21	
Canonsburg,	167	
Washington,	47	
Meadville,	6	
Alleghenytown,	53	
Easton,	40	}
Uniontown,	70	

We do not possess the means of ascertaining the comparison between those who receive common schooling and the whole population of the state.

As to the mode of instruction, it is the opinion of distinguished individuals of experience in this State, that the course and subjects of study, ought to be left to the discretion of the district school officers and teachers. It is the practice in New York, where the laws, in relation to these matters, are silent. Mr. Roberts Vaux of Philadelphia, has given very valuable information on primary schooling, which will accompany this report. He recommends likewise the plan of a book, to be composed purposely for the use of schools, and to be widely diffused among them, with a motto, which the illustrious Penn, founder of our state, placed on the seal of the first and only literary incorporation, granted by him, in the city and county of Philadelphia, about 150 years ago : "*Good instruction is better than riches.*" The force, beauty (and truth) of the sentiment, says that gentleman, has lost nothing by the lapse of time, nor by the experience of mankind.

Your committee believe that a book which shall contain the duty of a child or adult, towards his Creator, his parents and teachers, and when arrived to manhood, his political and social duty, as voter, juror, arbitrator, &c., with like admonitory instructions to females, might be advantageously recommended and circulated by the superintendent of schools. This would contribute to the formation of good morals, and add to the instruction of the children. Let the children be kept constantly in mind of the necessity of self control, obedience to parents, and wherever else obedience is due ; nor should the masters or mistresses neglect *manners*. Early attention to *manners*, lead to a better deportment towards each other, in periods of life when decorum becomes a matter of social duty and civilization. At home

and abroad, *manners* perhaps too much neglected by those who have the case of the rising generation, will in all future intercourse with mankind, be highly beneficial.

In concluding these remarks, your committee advert, with very great pleasure, to the spirit and zeal for universal education, which is at this moment animating all our own country, and many parts of Europe. Not an address is sent from the State Executives, to their Legislatures, without an exhortation in favour of this important object. One Governor calls the establishment of a system of universal education "a master stroke of policy." "If people would value it as they ought," says the distinguished president of the university of Transylvania, in Kentucky, "instead of placing it low down on the list of dispensables, teachers and scholars would press forward to honour and profit by the system; the future men and matrons of our beloved country, would take their stations in life, intellectually fitted to perform, steadily, soberly, and of course usefully, their several duties:" In short, all depends "upon the prevalence of an enlightened and liberal public sentiment with regard to the value of education. It is, if the people knew it, the best source of *wealth*. *Knowledge* is *wealth*, as well as *power*. *Intelligence* and *wealth* sustain to each other, the relation of cause and effect."

For this reason it is, that many of the royal governments of Europe are taking vast pains to enlighten their subjects. England is engaged in maturing a general system. Prussia has already perfected hers. In that kingdom, in the year 1829, there were twenty-eight seminaries, with 1500 pupils, intended for teachers, which furnished 600 annually besides many private seminaries engaged in the same work. The whole number of teachers in Prussia, for a population of thirteen millions, is 22,000: The annual demand is 900. By common consent, the profession of teaching is allowed to rank there with the liberal professions.

In France, general education has been resorted to, for the purpose of suppressing crime. The courts of criminal justice of that country tried, in the year 1831, seven thousand six hundred and four cases, out of which, four thousand six hundred could neither read nor write; two thousand and forty-seven possessed a very imperfect knowledge of reading and writing, and one hundred and ninety only, had received a superior education, out of whom, sixty-nine were acquitted. These results induced the French government to establish elementary schools in every *commune*, or township, throughout France.

Considering, then, our own great deficiency in Pennsylvania, the numerous solicitations from our fellow citizens, and the bright examples set us both in America and Europe, your committee recommend, with great earnestness, to the Legislature, the passage of the bill now reported, or some other of a character suited to the subject; so that this session may not close, without enacting a law which shall serve as a *beginning* to a system of education, that may from year to year be increased, until it becomes co-extensive with the State, and commensurate to the wants of the people.

All which is respectfully submitted.

## AN ACT TO ESTABLISH A GENERAL SYSTEM OF EDUCATION, BY COMMON SCHOOLS.

WHEREAS, universal education would operate as a powerful check upon vice, and would do more to diminish the black catalogue of crimes than any other measure, whether for prevention or punishment: *And whereas*, it is enjoined by the constitution, as a solemn duty, which cannot be neglected without a disregard of the moral and political safety of the people: *And whereas*, the fund for common school purposes, under the act of the second of April one thousand eight hundred and thirty-one, will, on the fourth of April next, amount to the sum of five hundred and forty-six thousand five hundred and sixty-three dollars and seventy-two cents, and will soon reach the sum of two millions of dollars, when it will produce an interest of one hundred thousand dollars, which, by said act, is to be paid for the support of common schools: *And whereas*, provisions should be made by law for the distribution of the benefits of this fund, to the people of the respective counties of the Commonwealth: Therefore,

*Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania, in General Assembly met, and it is hereby enacted by the authority of the same:*

SECTION 1. That the city and county of Philadelphia, and every other county in this Commonwealth, shall each form a school division; and that every ward, township or borough, within the several school divisions, shall each form a school district, each of which shall contain a competent number of common schools for the education of every child within the limits thereof, who shall apply, by his or her parents or guardian, for admission and instruction.

SECTION 2. It shall be the duty of the sheriff of each county, thirty days previous to the election of supervisors in the respective townships, of town council in the respective boroughs, and of constables in the respective cities of this Commonwealth, to give notice, by proclamation, to the citizens of each school district, to hold elections in their respective townships, wards and boroughs, at the places where, and at the time when, they hold their elections for such supervisors, town council and constables, to choose six citizens of each school district, to serve as school directors of said districts, respectively; which elections shall be conducted and held by the same persons, and in the same manner as such elections for supervisors, town council and constables, are by law held and conducted.

SECTION 3. It shall be the duty of the said school directors, within ten days after the period of their first election, to meet in their respective school districts, when each board shall choose, out of their own body, a president and secretary, and a delegate to the joint delegate meeting provided for in the following section; and it shall be the duty of each board, on the day of their first assembling as aforesaid, to divide themselves into three classes, the first of which shall serve until the next election, the second until the second election, and the third until the third election following, so that one-third of each board may

be chosen annually ; and if any vacancy shall occur, by death or otherwise, it shall be the duty of the board in which such vacancy may occur, to fill the same, who shall serve as a school commissioner until the next election.

SECTION 4. On the first Monday in May, in each year, there shall be held, in each division, a joint meeting of the county commissioners and one delegate from each board of school directors within said county or school division ; in which, it shall be decided whether or not a tax for the expenditure of each district be levied ; and if a tax be authorized by a majority of the joint meeting, it shall be proportioned among the several districts, according to the number of of taxable inhabitants in each district : each delegate to the joint meeting, shall be entitled to receive one dollar per day, for each day's attendance spent by him in travelling to and from, and attending said meeting ; to be paid out of the county treasury.

SECTION 5. The appropriations made for the common schools, by the joint meeting, shall be considered part of the authorized estimates of county expenditures, and shall be levied and collected in the usual manner : *Provided*, That no tax shall be less in amount, than double the funds which may be furnished, as hereinafter directed, out of the treasury of this Commonwealth, in aid of common schools, organized according to the provisions of this act : *And provided further*, That to constitute a joint meeting, at least two of the county commissioners and a majority of the delegates of the school districts in each division shall be required ; and if no quorum be present, it shall be lawful for them to hold further meetings until one is obtained.

SECTION 6. If it shall be determined by such delegate meeting, that no appropriation for common schools shall be made by a tax on the school districts of the division or county, for the current year, the said division or county, for that year, shall receive no proportion of the school fund from the State, for that year ; but such proportion of such school fund as would have gone to such division or county, if such appropriation had been made, shall go and be appropriated to such other divisions or counties in the Commonwealth, for that year, in the ratio of the taxables of such divisions or counties, as do by such delegate meetings determine to make such appropriation ; and it shall be the duty of the county commissioners of each county, in each year after such delegate meeting may have been held, to communicate the proceedings thereof to the general superintendent : *Provided*, That in case it shall have been determined, by any such delegate meeting, that no appropriation for common schools should be made for the current year, the acts of Assembly to provide for the education of the poor gratis now in force, shall remain in force in such division or county, for the current year.

SECTION 7. Within twenty days after such joint meeting of the delegates as aforesaid, or at such time as such joint meeting shall fix and determine, if such delegate meeting shall have determined to make an appropriation as aforesaid, the people of the several school districts shall assemble in their respective wards or districts, at the usual place

of holding ward or township elections, or at such place as may be fixed by such delegate meeting; and it shall be the duty of said delegate meeting, to give due notice of the time and place of holding such meetings of the people, in the said school districts: And the people of said districts, when so assembled, shall be organized by appointing a chairman, and the secretary of the board of directors of the proper district shall be secretary of the said meeting, and shall record the proceedings of such meeting, in the book of minutes of the said board; or in his absence, that duty shall be performed by some other director of the said board. It shall be the duty of the board of directors, to communicate to such meeting, such matters in reference to the common school of the district, as may be important, which may be considered by such meeting: And it shall be in the power of the said meeting to decide, by a majority of votes, whether they will raise for the current year a sum in addition to that determined on by the delegate meeting aforesaid, to be applied to the common schools of the said district; and if such meeting shall so determine to raise such additional sum, it shall be the duty of the secretary to certify the same to the commissioners of the county, whose duty it shall be to add the same as an increase upon the assessment or tax of the said district, and the same shall be collected as county rates and levies are by law collected.

**SECTION 8.** It shall be the duty of the several boards of school directors, to determine the number of schools to be opened in their respective districts; to cause suitable buildings to be erected, purchased or hired, for schools; to appoint capable teachers at liberal salaries; to admit scholars; to have the general superintendence of the schools of their respective districts; to pay the necessary expenses incurred thereby, by orders drawn on their treasurer, signed by the president, and countersigned by the secretary of the respective boards: *Provided*, That no school director shall receive any emolument whatever, for his services, except when serving as a delegate, according to the provisions of this act; but he shall be exempted, during the performance of the duties of said office, from militia duty, or serving in the offices of constable, supervisor, or overseer of the poor.

**SECTION 9.** Whereas, manual labour may be advantageously connected with intellectual and moral instruction, in some or all of the schools, it shall be the duty of the school directors to decide whether such connection in their respective districts shall take place or not; and if decided affirmatively, they shall have power to purchase materials and employ artisans for the instruction of the pupils in the useful branches of the mechanic arts, and where practicable, in agricultural pursuits: *Provided, nevertheless*, That no such connection shall take place in any common school, unless four out of the six directors of the district shall agree thereto.

**SECTION 10.** It shall be the duty of each board of school directors, by two or more of their number, to visit every school within their school district, at least once in every month, and cause the result of said visit to be entered in the minutes of the board; and it shall be



their further duty, to make an annual and full report to the district inspectors, to be appointed as hereinafter directed, of the situation of each school in their district, the number of scholars, the studies pursued, and whether in connection with manual labour, the number of months in the year the school shall have been opened, the expenses attending each school, salary of the teacher, and his or her qualifications and general conduct, together with such information as may be beneficial in forming a just estimate of the value of such schools; and this report to the said inspectors, shall be made on or before the first day of October in each year.

**SECTION 11.** Annually, on the first Monday in April, the District Court of the city and county of Philadelphia, shall appoint two competent citizens of each school district in the school division, composed of the city and county of Philadelphia, to be inspectors of the public schools therein; and a similar duty shall be performed by the several courts of Common Pleas in this Commonwealth, annually, at their first session after the election of school directors for each district within their respective counties or divisions.

**SECTION 12.** It shall be the duty of the school inspectors to visit every school in their respective districts, at least once in every three months, and as much oftener as they may think proper, to enquire into the moral character, learning and ability of the several teachers employed therein; they shall have power to examine any person wishing to be employed as a teacher, and if found qualified and of good moral character, shall give him or her a certificate to that effect, naming therein the branches which he or she is found qualified to teach, which certificate shall be valid for one year from the date thereof, and no longer; and no person who shall not have obtained such certificate, shall receive from the county treasury or the treasury of the Commonwealth, any compensation for his or her services.

**SECTION 13.** The inspectors of any school division may meet at such times and places as they may deem expedient, and adopt such rules for the examination of teachers and schools, and prescribe such forms for certificates, as they may deem necessary to produce uniformity in such examinations and certificates throughout the school division; and they may, if they deem it expedient, appoint days for the public examination of teachers, and require all teachers to be examined in public; and said inspectors, or any one of them, may visit all district schools in their school divisions, and examine the same.

**SECTION 14.** Whenever the inspectors meet together, as they are empowered by the preceding section, they shall organize themselves for the proper transaction of business, and each inspector shall be governed by the rules then adopted in his examinations, and observe such forms, in his certificates, as shall be prescribed by the majority of the inspectors of the school division thus assembled; and no certificate of qualification shall be given by the inspectors, or any of them, to any teacher, unless he or she be found qualified to teach reading, writing, and arithmetic.

**SECTION 15.** The school inspectors shall minutely examine into the state and condition of the schools, both as respects the progress of



the scholars in learning, and the good order of the schools; give their advice to the school directors as to the government thereof; make an annual report to the superintendent of the public schools, on or before the first Monday in November, of the situation of the schools in their respective districts, founded on their own observations; and the report of the respective school directors, to include the character of the teachers; the number of scholars admitted during the year in the several schools under their inspection; the branches of study taught in each school; the number of months in the year during which each school shall have been kept open; the cost of school houses, either for building, renting or repairing, and all other costs that may have been incurred in maintaining the several schools in their respective districts; and also shall cause the same to be published in the school division, at the expense of the respective city or county.

**SECTION 16.** The Secretary of the Commonwealth shall be superintendent of all the public schools established by virtue of this act, and he shall perform the following duties:

I. Prepare and submit an annual report to the Legislature, containing a statement of the condition of the common schools, estimates and accounts of expenditures of the school moneys, plans for the improvement of the common school system, and all such matters relating to his office of superintendent, and to the concerns of the common schools, as he shall deem it expedient to communicate.

II. He shall prepare suitable blank forms, with necessary instructions for making district and division reports, and for conducting the necessary proceedings under his jurisdiction, and he shall cause the same, together with all such information as he may deem necessary for the further improvement of the schools, to be transmitted to the several boards of directors.

III. He shall sign all orders on the state treasury, for the payment of moneys into the county school funds; but no such order shall be drawn, until the county commissioners shall have furnished him with a certificate, which they are hereby required to do, of the amount of school tax having been paid into the county treasury, according to the provisions of this act.

IV. If any controversy shall arise, in relation to the assessment and collection of taxes, the distribution of public money, the formation of districts, or any other cause connected with common schools, an appeal to the superintendent shall be made, who is hereby authorized to settle and adjust all such disputes, without cost to the parties; and all money reasonably expended by him, in this and other matters appertaining to the execution of his duty as superintendent, shall upon due proof, be allowed to him by the auditor general, and paid out of the state treasury.

**SECTION 17.** That the county commissioners shall, whenever a school division is formed, transmit all accounts audited by the proper officer, to the superintendent, once every year, on or before the first day of November.

**SECTION 18.** That the superintendent shall, immediately after the passage of this act, send a circular letter to the colleges and principal academies of this Commonwealth, requesting to know how many young men between the ages of sixteen and twenty, can be instructed at each, in a suitable manner for becoming teachers of common schools, and to obtain from those institutions the cost of such instruction, whether connected with manual labor or otherwise; from among which, he shall select such as may agree to form twenty-five or more teachers each, in two years, at an annual expense that shall not exceed forty dollars per annum, for each student: *Provided*, That the whole cost for teaching as aforesaid, shall not in any one year exceed eight thousand dollars, which sum is hereby appropriated annually, for two years, it being the intention of the Legislature in making this appropriation, to commence a plan that may lead to a future supply of suitable teachers; and the superintendent is hereby authorized and directed to fill up all the vacancies in all the colleges of this Commonwealth that are bound to instruct young men gratis, and to make known by advertisements, in the newspapers and otherwise, the provision of this section, that young men of good moral character may make application to him to be instructed as aforesaid.

**SECTION 19.** That no individual thus applying shall be admitted, however, unless between the ages of sixteen and twenty-one, nor remain for a longer period than two entire years; and every pupil receiving instruction as aforesaid, shall be required, before he commences his studies, to engage himself, by his parent or guardian, to perform the duty of a teacher in the public schools of this Commonwealth, for the term of two years, or in default, to pay to the treasury of this Commonwealth, twice the amount of the usual college expenses for instruction, which penalty shall be sued for and recovered from the parent or guardian aforesaid.

**SECTION 20.** As soon as conveniently may be, after their appointment, the teachers of the several districts shall meet in their respective school divisions, and adopt a uniform course of study, to be pursued in every school in the division: *Provided*, That no course shall be adopted which has not been first submitted to the superintendent for his approbation, and shall not have received the assent of a majority of the teachers of said school division.

**SECTION 21.**                   thousand dollars are appropriated this year, out of the school fund, to cover the expense of such school districts as may be immediately organized, and the cost of forming teachers as herein provided for; and the sum of                   dollars is hereby appropriated and directed to be paid by the proper officer, out of the treasury of this Commonwealth, to the superintendent, when he shall draw his warrant therefor; and the said school fund, under the like provisions and restrictions, shall be chargeable with                   thousand dollars for the year eighteen hundred and thirty-five, which sum shall be annually thereafter appropriated and paid as aforesaid, until the year when the school fund shall yield an interest of one hundred thousand dollars annually, when that sum shall be distributed in each

year, amongst the school divisions created by the adoption of this act, in manner following: The superintendent of common schools shall give notice, in at least one public newspaper in every school division within this Commonwealth, for the space of three weeks, of the sum to which such division may be entitled, having reference in such distribution to the number of taxable inhabitants in said division, and these funds shall be again distributed to the different districts, in proportion to the taxables of said district; and as soon as practicable thereafter, the directors of said school fund shall cause the distributive share of each school division to be paid to the treasurer thereof, which share shall be apportioned amongst the respective districts of the several divisions, by the joint meeting thereof, according to the said principle of distribution prescribed for the superintendent.

SECTION 22. The county commissioners of each county, in the Commonwealth, shall have power to take and hold, in fee simple or otherwise, any estate, real or personal, which shall be given by any person or persons, or bodies corporate, for the use of any school division or district within the said county.

SECTION 23. That it shall be the duty of the treasurer of each county, for the time being, to receive all the moneys, from whatever sources they may arise or become due, that are to be applied to the support of any school or schools created under the provisions of this act within said county; and he shall keep a just and true account of all his receipts and payments, which the auditors of the county shall audit, settle and adjust, in like manner as they shall audit, settle and adjust his accounts, as county treasurer; which accounts, so audited, shall be transmitted to the superintendent of common schools, by the county commissioners, as directed by this act. And the said treasurer's accounts shall contain a true statement of all moneys received during the year, for the use of any school or schools of any division or district of his county; designating, in said accounts, from what sources said moneys have been derived, and to what uses they have been applied; and such account shall be sworn or affirmed to by him.

SECTION 24. Every board of school directors shall draw their order on the county treasurer, for expenses incurred by them, to the order of the person or persons to whom the amount may be due, and shall plainly designate the service or services on account of which the said order is drawn: the bond of said treasurer shall be forfeited, by any failure to comply with the duties enjoined upon him by this act; and upon settlement of the account of such treasurer, if any balance is found due by him, the transcript of such balance may be filed in the court of Common Pleas of the proper county, and the same shall be a lien upon the real estate of such treasurer, in like manner as balances due by him to the county and Commonwealth, are made liens by act of Assembly.

SECTION 25. So much of any act of the General Assembly as is hereby altered or supplied, is hereby repealed, except the act and its supplements now in operation in the city and county of Philadelphia, entitled "An act to provide for the education of children at the public

expense, within the city and county of Philadelphia," which are in no wise to be considered as altered, amended or repealed, but shall be concurrent with the provisions of this act.

## APPENDIX.

*Circular addressed to the Governors of Maine, New Hampshire, Connecticut, New York, and Ohio.*

THE Legislature of Pennsylvania, now in session, having appointed a joint committee of both Houses, for the purpose of arranging a suitable plan of general education in this Commonwealth; that committee, knowing the great importance of the subject entrusted to them, and anxious to obtain information from every quarter, where systems have been long in operation, respectfully solicit, through their chairman, answers to the following questions, and such remarks upon points that have a bearing on the subject, as your Excellency may have the goodness to give.

1. Have you a school fund sufficiently large to meet the expense of your system, without resorting to taxes?
2. How large is the school fund?
3. If you tax, how is the tax laid?
4. What number of scholars of both sexes?
5. Is the system universal; and if so, do the rich avail themselves of it?
6. Are your teachers formed or prepared in the common schools, or have you model schools for them.
7. What is the average annual salary of those teachers, and what the cost per head of the scholars?
8. What is the mode of instruction; whether by the system of Lancaster, or in the usual way?
9. What branches, if any, do your laws direct to be taught, beyond reading, writing, and arithmetic; and what age are children admitted and dismissed?
10. How does your plan work? is it susceptible of improvement; if so, in what way?
11. How many scholars compose a school?
12. Are the two sexes taught together; and if not, are male or female teachers employed for the instruction of the girls?
13. Does your plan oblige each township, or school district, to furnish funds of equal amount to those furnished by the Legislature, or arising from the school fund?
14. Is manual labour in any way connected with your system of instruction?
15. Are your schools kept open all the year; if not, how many months?

Finally, May I ask of your Excellency, a copy or an abstract of your school laws, and such observations and suggestions as, in your opinion, may aid the joint committee in executing the important trust confided to them? particularly in relation to the amount of the school fund annually expended; its competency to give a rudimental education; and the mode of its administration, disbursement, &c.

With great respect, I have the honour to be,

Your most obedient,

SAMUEL BRECK,  
*Chairman of Joint Committee.*

*Letter from Rev. Dr. George Junkin, President of "the Lafayette College at Easton."*

TO SAMUEL BRECK, ESQ.

*Chairman of the Joint Committee on Education, &c.*

SIR: Viewing your committee as one of the most interesting ever raised by the legislature of my native state, and feeling a deep concern, in the success of your plans and objects, and hoping, that a few remarks on the only two queries in your letter on which I feel myself in any peculiar degree qualified to descant, I submit them with great pleasure.

The queries to which I allude are the 6th and 14th. The former of these, to wit: "Are your teachers formed or prepared in the common schools, or have you model schools for them," introduces the great subject of supplying the leading desideratum in a system of common schools, viz: competent teachers. Had we a million a year in our school fund, still the means do not exist, properly qualified, to meet the necessities of the country. They are yet to a great degree, to be taught and trained. How shall this be effected. He who will return the best response to this enquiry will be a public benefactor.

In prosecuting this enquiry, it may be best to state distinctly the thing desired, or in other words, to define a good teacher. And I suppose three qualifications to be indispensable, viz: 1 The art of governing a school: 2d. The art of communicating knowledge: 3d. The knowledge to be communicated.

These are set down in what I take to be the order of their importance, but they are all equally indispensable. The last, or mere science without the art of communicating it, is a nullity except to the possessor. The second art is dependent on the first, if he cannot so govern us to command respect, and win upon affection, he cannot find access to the understanding, and consequently, he cannot teach it, to develop its own powers.

Now, if we suppose the existence of an ordinary judgment and perception in one destined to be a teacher, it must be evident, that his capacity to train other minds, will very much depend upon the syste

matic accuracy, to which his own has been subjected in its training. The art of communicating must be deeply affected by the practice of acquiring, and the habits formed by that practice.

These remarks all go to evince the necessity of a *model school* in which shall be taught the *science*, that is, the knowledge of letters and other things, to be taught to the children in our common schools; and the *arts of communicating and governing*. It does appear to me impossible, to obtain the right kind of teachers, and in adequate numbers without it.

This point settled, our next business is, to settle the plan of obtaining this object. And here I know of but three projects:

1. A manual labour academy near Harrisburg, under the immediate direction of the state authorities, in which 100 of the future teachers are to be pupils.

This project is liable to some difficulties and objections.

1. It must be expensive; a farm of 100 acres will cost	\$10,000
The necessary buildings,	20,000
Four professors, and a superintendent of the farm, another of the mechanical branches, and a general business agent, will cost yearly \$5,000, equal to a capital of	100,000
The farm stock must cost	1,000
The tools and stock, in trade of three or four mechanical branches,	12,000

The amount necessary to be invested, \$143,000

Now, if the tuition be gratuitous, as is contemplated in this plan, you have nothing to set against this expenditure as a draw back, but the profits of the farm and shops.

The farm profits cannot be estimated at more than five per cent. on the investment, say \$500.

The profits in the mechanical departments must belong to the pupils, or you will have none. If they are not paid for their labour they cannot be expected to perform it; for the mere gratuity of tuition is not equal to three hours per day at labour. Deduct, then, the principal of \$500, or \$10,000 off, and your academy for 100 pupils stands the State in \$133,000.

2. Another difficulty would be found in conducting such an establishment by State authority directly, in preserving it free from the fluctuations of political feeling and party purposes.

3. A third objection is, the expense necessarily incurred by young men in travelling from the extreme borders of the State, to any one point. Should the proposed academy have two vacations in the year, the distant students travelling expenses, alone, could not fall much short of \$100.

4. A great difficulty must arise in determining who shall avail himself of the benefits of the proposed academy. To meet this, it has been proposed that they shall be sent in the ratio of the members of the House of Representatives. But still the difficulty exists. If to

enter this academy be an object of desire, there will be ten applicants from a county entitled to only one. Who shall determine the question? Can it be determined without favoritism?

5. But the worst of all the objections is its inadequacy; and this in two respects:

*First*—as to numbers. If the school teachers course requires two years, (and less it cannot well be,) then this academy can turn off into the field of service but fifty in a year. But the State needs *five thousand* teachers, which it would require *one hundred years* to furnish.

*Secondly*—The proposed academy would prove inadequate for another reason, viz: it cannot furnish the requisite practical training. The future teachers are here themselves pupils, and they are not supposed to be children, but youth approaching to manhood. Now the business of teaching and governing children, such as exist in common schools, is quite different from governing and teaching young men, and therefore, the young men here, would not see and participate in the labors of a school. They would not learn, practically, what it is to manage a common school. This last objection lies with equal force against the

*Second Project*, I heard raised on this subject, viz: The establishment of model schools, without manual labour, where the future teachers shall be taught on the best plans. We have settled the questions of model schools. They are necessary; and chiefly with reference to the practical training in the difficult matters of government and discipline: and without an *actual school of children*, you have no model at all, be the building and fixtures and apparatus and teacher never so perfect. The very idea of a model, implies a pattern, or example, *set before* the persons to whom it is a model. If he himself is an integral part of the school—a pupil in it—it cannot be to him a model. There lies then in the very nature of the case, this necessity, to wit: You must have a school to teach the *science*, and another school to teach, by the living thing itself, the arts of government and practical details. Now these are furnished in the only remaining, or

*Third Project*, or plan, which is that of establishing in the existing colleges of our state, model schools, and a teacher's course.

This project has in its favor, the plea of perfect simplicity, and may be explained in a few words:

1. Let each college fix upon a liberal course of studies for school teachers, and constitute a new degree in graduation.

2. Let a common school, to be kept full of children from the neighborhood, in every respect, such as is desirable to see established in every district of the state, be established contiguous to the college buildings, which school shall be a model in its buildings, its fixtures, desks, books; apparatus, rules and regulations and mode of management.

3. Let the candidate for the collegiate honor of a school teacher's diploma, be in every respect, on the same footing in college with other students—study in the same class, his own particular branches—



submit to the same system of discipline, &c., and let him in addition to these, spend a part of every day in the common school, as a spectator, and occasionally as an assistant.

4. When he shall have completed his course, which will take two years, let him pass a final examination, and if approved, receive the honourable testimonial of the board of trustees.

5. Let every teacher, thus qualified, who shall teach within the state, receive, besides the provisions made for his support by the people, a yearly allowance from the school fund, for every year he shall teach in one place.

Such is the plan. Let us look at its advantages.

And *First*—It effectually guards against the imposition practised by incompetent teachers.

*Second*—It will cost but little. Any college in the state, if in operation, might establish such a system, at an expense not exceeding \$2,000.

*Third*—The numbers that might thus be prepared for service. Without any increase of professors, except the teacher of the model school, whose support would perhaps come wholly from the parents of the children, each college might instruct fifty such students, in addition to their present numbers. This would usher forth twenty-five per year, which, if the eight colleges of the state, were in operation, would furnish two hundred well trained teachers every year.

*Fourth*—It will secure adequate talents in this most important department of the public service. Here lies a great difficulty. Men of talents will not pursue school teaching as a *business* for life. It is only pursued as a stepping stone to more honorable and profitable pursuits. And why? Simply because it is not honorable or profitable.

It is a maxim in political economy, that if you create a demand for any article, you will bring that article into the market. Create a demand, i. e. offer a price for talents in this department, and if it be not disreputable, you will have them. Besides, if you elevate, agreeably to this plan, school teaching to the dignity of a learned profession, you make it honorable, and men of true honor, will enter it with a view to permanency. But so long as the phrase, "an old school master," is a term of reproach, we shall find difficulty in retaining the talents of the country, in the country's most important service.

*Fifth*—It binds the extreme interests of education into a perfect unity. This has long appeared to me a desideratum. It meets one of the evils, inseparable from two entirely distinct organizations in the system of public instruction. Let your collegiate institutions be entirely separate and dissociate from the common schools, and the *tendency* is, to create a feeling in both of separation, yea, of contrariety of interests. And it is obvious that the results are anti-republican. They create higher and lower ranks of classes in the community. Indeed this feeling already exists. I have been grieved to see its effects on the minds of some of our most valued friends in the education cause, and I have deprecated its effects. The rich, to whom alone college education is ordinarily accessible, are thus separated



from the poor, who are able to go no higher than the common school. Now, the project before us brings an antidote to this schismatic prison. It links the extremes together. The school teacher goes forth from the midst of a large circle of college acquaintances, a professional man. He carries with him into the labors of his most important avocation, all the kindly feelings, and cherishes the pleasant recollections of his college friends. His former associates settle around him in the other learned professions; their friendships are kept up; their intimacies lead them to occasional visits. The lawyer, the physician, the clergyman call upon their professional friend in his school; enquire into his success, views and prospects; at his request, examine the school and make such remarks upon the performance, as may have the best effect. Thus, the very pupils conceive a strong feeling of interest in the friend of their teacher, and all the stimulating result of a public examination, is the result of a friendly call. They feel more respect for their teacher from the very fact that gentlemen of education and standing, pass him not by in contempt.

A *Sixth* happy result from this plan, would be, the eliciting the best talents in the country. Your teachers, thus associated, would have frequent opportunity of inviting attention to the particular pupils who might display genius, and of obtaining the opinions of men competent to judge correctly on the questions of encouraging their parents to send them to higher seminaries. Thus the school becomes more efficiently, what, in any system, it must necessarily be in some degree—a nursery for the college: The tendency is to union.

The 14th query in your paper, brings up the subject of manual labour in common schools. Is it practicable and expedient? I think it is both; and for the simple reason, that it has been long practised and the good sense of a large portion of the population of our State, has awarded the verdict of its expediency. It must, sir, be known to you, and the committee, that a very considerable portion of the best village schools for females, are manual labour schools. Labours appropriate to their sex, are performed by a large number of our daughters, as a part of the system of common school training.

But can boys be brought under the same system? Why not? Is there less stamina, physical, intellectual or moral, in the son than in the daughter of the same parents? Shall the sister, of slender form, be profitably employed from one to three hours, per day, in labours adapted to her constitution and sphere of action in future life: and shall her brother, of vigorous native powers, be incapable of a correspondent application of them?

I have often thought, and do still believe, that the true reason of the fact, that in village and country schools, boys are more difficult to manage than girls, is to be found in this very difference in their treatment. The time expended by the latter at the needle, in and out of school hours, is too often expended by the former in idleness, and consequently in the acquisition of vicious habits. The difference undoubtedly does exist, and, to my mind, it is a moral and mental phenomenon, much more satisfactorily accounted for on the above principle,

than on the hypothesis of any original difference in the natural qualities.

It may be enquired,—if manual labour has been found profitable for the one sex, why has it not been introduced into schools for the other? The proper answer to this, is found in the circumstance, that the furnishing of the means to boys for labour, must be attended with considerable expense. In the summer, they may readily be employed in the garden and on the farm. For this purpose, I would have every school premises in small villages and country places, to consist of some 6 or 10 acres of land, a teacher's dwelling and small barn, and a school-house with basement story, and perhaps garrett, fitted up for shops. Thus furnished, an ingenious and enterprising teacher, especially if he have graduated in a Fellenberg college, with the labour of his boys for one hour and a half per day, would find little difficulty in raising the entire sustenance for his family, and his boys will be saved the mischievous consequences of idleness, whilst they will learn much that may be of great advantage to them in future life.

In winter, they may be employed in manufacturing corn brooms, mats, hay forks, rakes, &c., according to the wants of the neighbourhood. The advantage of this system would be

1. Security to health, by systematic exercise, free from the violence which emulation at play often produces:

2. Security, to some extent, against the heart-burnings, jealousies and quarrels which generally grow out of rivalry at play;

3. Security against the greatest of all obstacles to success in teaching,—*habits of idleness*:

4. The practical illustration of one of the most important lessons that can be taught a child, viz: Let all your powers be expanded in doing good:

5. The immense benefits which must result from the formation of *habits*, under the direction of this principle:

6. The saving of expense. After the first investment, a small salary would make the teacher comfortable:

With sentiments of the highest respect for yourself personally, and your valued fellow labourers, I submit these hasty remarks to your consideration, and subscribe myself,

Your obliged humble servant,

GEO. JUNKIN:

Harrisburg, Dec: 17th, A. D. 1833:

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*Letter from Rev. Chauncey Colton, President of the "Bristol College."*

To the Hon. SAM'L BRECK,

*Chairman of the Joint Committee, &c.*

SIR—The subject with which your joint committee is charged, appears to me to be one of such profound interest to the future prospe-

city of our Commonwealth, that I most cheerfully comply with your request, in submitting a few remarks on three or four topics embraced in the schedule of enquiries, which you were so good as to put into my hands last evening.

The difficulty of embodying a system of popular education, excellent in itself, has been greatly lessened by the volumes of practical results gathered from the experience of our sister States. The main difficulty of the problem, appears to me to lie in the *adaptation* of such a system to the existing state of things in this Commonwealth. Massachusetts, for example, has a universal system of common school education, based upon taxation, of which the rich and the poor alike and in common avail themselves. This system works well. It is well adjusted to the other parts of the machinery of civil economy and jurisprudence of that State. Connecticut and New York, on the other hand, have *school funds* to meet all, or nearly all, the current expenditures for instruction in their common schools. Their system of *districts* is nearly identical with that of Massachusetts; and in the former of these States, (Connecticut) the whole system operates so efficiently, that an adult, either colored or white, can scarcely be found, who is not pretty familiar with the rudimental branches of English education. In New York, *from the difference of circumstances*, hundreds are to be found, who, under the same system, are left wholly untaught. The common school systems of Vermont and Maine, are based upon the same general principles in regard to districts, taxation, &c. as Massachusetts; and the state of society and tone of public sentiment on the subject of education, being very like what obtains in Massachusetts, the results are nearly the same—universally diffused education, and a healthful and active interest in the promotion of it, from the common school to the college and university.

In adapting a system of common schools to the existing state of things in our Commonwealth, we are met, as appears to me, with five prominent points of difficulty and embarrassment.

1. The general apathy which exists on the subject, and, to a certain extent, prejudice against concerting any measures which might contribute to a more healthful state of things in education.

2. The want of immediately available resources in the treasury of the Commonwealth, for educational purposes.

3. The low state of our common schools.

4. The depressed and embarrassed state of our chartered academies and colleges.

5. The want of competent teachers for the common schools and academies.

In regard to these several points of difficulty, I beg respectfully to submit the following suggestions:

1. In regard to the apathy which exists in most of the counties of the State, on the subject of education.

Assuming the returns of the last census as a basis, we have the fact before us, that there are in this Commonwealth 730,269 children and youth, under the age of 20 years. Between four and five hun-

dred thousand of these, at a moderate estimate, are, by the constitution, placed under the special guardianship of the Legislature, for gratuitous instruction. Now it appears, from authentic documents,\* that only 20,000 of these are returned as charity scholars, actually receiving, (*nominally*, I should perhaps say, receiving) the gratuitous instruction to which they are by the constitution entitled. The astounding fact, that there remains nearly 400,000 wholly uninstructed, and that this is borne without scarcely a murmur, or a wish to have it otherwise, evinces a degree of apathy truly alarming.

How may the popular sentiment on this subject be roused, that the way may be prepared for the adoption, and successful and efficient operation of a general system of education? No system, however intrinsically excellent, could, in the present state of public sentiment, in perhaps a majority of our counties, obtain. But, let the subject of popular education be entertained in our legislative halls, from year to year, as a subject of the gravest practical interest which can employ the wisdom of our legislators—let the existing evils be fairly gauged and set forth—let *facts*, derived from the present state of things in a majority of our counties, become familiar to those who occupy the high places of influence, and who will diffuse these facts widely among their constituents—allay existing prejudices, and gradually prepare the way for the introduction of a universal system of education, which shall not only provide for those children and youth who are under the special guardianship of the Legislature, but the 300,000 others, whose education must be in the last degree defective, under their present advantages.

In addition to these means of arousing public sentiment to the paramount importance of this subject, let a *convention of teachers* be called, after the example of New York, Kentucky, Massachusetts and Rhode Island, and other sister States, embracing a full representation from the presidents and professors of our colleges, principals of flourishing private schools, corporate academies, and teachers of common schools. Let the leading objects of this convention or association, be to elicit sound practical results from the experience of those actually engaged in the duties of teaching—to gather educational statistics from this and every part of the country, and from other countries—to discuss the relative merits of systems, modes of school and college government, methods of communicating instruction, text books, &c. Let this teachers convention be requested to report to the Legislature on the whole length and breadth of the subject, and to place at the disposal of the committee on education, such statistics as may be of permanent practical value.

Such conventions of teachers have, in those States in which they have been held, exerted the happiest influence, not only in raising the tone of public sentiment on the general subject of education, but in uniting more closely those who are engaged in the duties of teaching.

\* Returns of the Secretary of the Commonwealth, under a resolution of the House of Representatives of the 9th January, 1833.

and imparting new impulses to those schools and academies which were languishing, by introducing the best systems of government and instruction, the most approved text book, &c.

2. The second point of difficulty in the work before us, arises from the want of immediately available funds for educational purposes.

The munificent *prospective* appropriation, which reflects so much honor upon the session of '31, and which in eight or nine years will place \$100,000 annually, at the disposal of the Legislature, specifically for common school purposes, underwrites, as appears to me, any responsibility which may be incurred by moderate appropriations made to the existing and rising colleges and academies, with a view to preparing the way (*especially in the training of teachers*) for the operation of a general and efficient system, when these funds shall become available.

3. The next point of difficulty, which to my mind presents itself in this problem, is the exceedingly depressed state of common schools, where they exist, throughout the Commonwealth.

It is not merely the fact that they are depressed, but that they are so depressed as to have produced upon the minds of those in their immediate vicinity, an impression of their utter worthlessness, and to have excited a powerful prejudice against every thing which bears the name of common school. Little or nothing, as appears to me, can be done, which shall be brought effectually to bear upon these schools, until some general system shall have passed the Legislature; but measures might at once be adopted, which would prepare the way and contribute powerfully toward the healthful operation of such a system, when introduced. These measures come more appropriately under the discussion of the two following points of difficulty, which I have supposed to exist, viz:

4 & 5. *The low and embarrassed state of our chartered academies and colleges, and the want of competent teachers for common schools and academies.*

Of the chartered academies of this state, there are now forty-four or forty-five, nominally in existence. A very small fraction of this number, however, are in successful operation. Most of these have fallen to the grade of the most ordinary common schools; some of them are a burlesque upon the name of academies; others have lost their charter. Not a few of the whole number chartered have become entirely extinct. These academies have all received legislative appropriations, of at least \$2,000 each, some of them a much larger amount.

Now, in most of our sister states, where the interests of liberal and popular education have been most successfully cherished, the county academies are the very bone and sinew of the system. As a connecting link between the colleges and the *grammar schools\** of the

\*In Massachusetts for example, the *grammar school* is a very important feature of the system. Every village, having a given population, is required by law to support a grammar school, a *given number*

*villages* and the *common schools* of the *districts*, they exert a controlling influence upon the whole subject of education. They are so well endowed by the state (often also by private benefactors) as to be placed upon a tolerably independent basis. Their buildings are in general commodious, and erected at an expense of from \$3,000 to \$5,000. Some of them have considerable libraries, chemical and philosophical apparatus, a comfortable house for the principal, &c., and usually pay from \$300 to \$1,000 salary to the principal. This amount is almost uniformly derived from the tuition of students, who are charged from \$2 50 to \$3 50 per quarter, or from \$10 to \$14 per year. The principals or preceptors of these academies, are from among the cleverest of the graduates of the colleges and universities, and often retain their connexion with the academies over which they preside, for years, in some instances, as that of Exeter, New Hampshire, for life. Thus these academies, occupying a position of commanding influence, and being located in the very centre and focus of those means which may be the most effectually brought to bear upon the great mass of mind in the village grammar schools and district schools, present continually the most powerful attraction to the young of both sexes within the range of their influence. They exert also a most valuable and powerful impulse upon every grade of education below them, and their tendency is constantly to push forward the standard of *liberal education* in the colleges and universities above them.— They have most of them at present a valuable *teacher's course* connected with them, and during the autumn term of each year, often attract from 20 to 100 young men who are preparing to become practical teachers.

A question of very grave importance suggests itself to my mind, while comparing the chartered academies of our State with those adverted to above, viz: *Cannot our academies be renovated and placed upon such a footing as would give to them at length the relative importance and influence which they ought to possess in a well arranged general system?* I am fully aware of the peculiar embarrassments of some of them. Years may elapse before the reaction produced by their repeated failures, will become neutralized. But suppose a minute examination were instituted, and it were found that twenty-five out of the whole number could be resuscitated, and new life and efficiency given to them by moderate annual appropriations? Might not the success of these twenty-five demonstrate the value and importance of this feature of a system of general education, and render it comparatively easy at some future period, to establish and sustain a flourishing academy in every county of the Commonwealth?

In connection with this topic, we have that of the depressed and embarrassed condition of most of the colleges of the State. Of the

*of months* each year. This school is usually located in the centre district of the village, and affords competent instruction, not only in the rudimental branches, but in English Grammar, Geography, Algebra, History, a Compendium of Natural Philosophy, Rhetoric, and Latin and Greek.

eight or nine chartered colleges and universities, two or three have actually closed their halls; two or three others have but a languishing and sickly existence; and but for the rank they hold on the basis of their charter, of conferring degrees, could scarcely be said to occupy a position equal to the *academies* of some of the sister States. By extending moderate legislative patronage to all the colleges of the State; for example, \$5,000 each, to relieve any present embarrassments, and \$2,000 annually, to enable them to increase their libraries, chemical and philosophical apparatus, and (where manual labour is identified with their course) to add to their mechanical and agricultural implements, and to provide for a *teacher's course*; might not the object of *furnishing competent teachers for the academies and common schools be effectually subserved?*

The very intimate connection subsisting between a flourishing state of the colleges, (especially those of the country,) and a healthful state of the academies and common schools, may not at once appear obvious: but so forcibly does it present itself to my mind, that I can scarcely conceive it possible for the latter to flourish without the former; and it is equally impossible for the former to flourish, in a high degree, without the latter. The colleges must educate teachers, competent, well-finished men.—The teachers, on the other hand, in the schools and academies, must train youth for the colleges. The obvious reasons why the graduates of the colleges of this Commonwealth are comparatively so few, are, first—the *depressed state of the academies*, which rarely furnish students for the college classes: and secondly—the *meager state of the colleges*, which almost rarely furnish teachers for the academies. A reason, also, why nearly three-fourths of our most eminent civilians, and nearly an equal proportion of eminent men in the other professions, are *from other States*, or *graduates of the colleges of other States*, is, that the colleges of our own State do not possess such attraction, from the real advantages which they hold out, as to compete with those above alluded to; nor do they exert such an influence in calling forth native talent, as to meet, from the yearly number of their graduates, the annual demand.

In regard to the *supply of competent teachers*, a subject intimately connected with the above, and already alluded to, it is obvious that nothing like the requisite number can be immediately, or for several years, furnished. How, under the existing state of things, can we *begin*, in such a manner as to meet the more pressing wants, and ultimately, to make a permanent and full provision for all the children and youth of the State?

In Prussia, where the *science of education* (*pedagogics*) is carried to a very high degree of excellence, and where the *profession\* of*

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\*The profession of teachers, numbers, in the Russian dominions, from 21,000 to 23,000. The annual demand to fill the vacancies which occur yearly, is estimated in a recent German work on education, to be nearly 900. The number actually furnished by the teachers' seminaries, being but about 700, the remaining number is taken from the gymnasias and schools of general education.



*teaching* is by common consent allowed a high rank among the liberal professions, they have *teachers' seminaries*. In 1830, there were thirty of these seminaries, containing 1600 or 1700 pupils, and furnishing from 650 to 700 teachers annually. The students, in most of these institutions, continue from two to three years, and on leaving, receive a certificate of their competency. In some, they continue a shorter period, and receive only a conditional recommendation. In such cases, it is, *by an edict of Government*, made their duty to return again, after teaching two or three years, for further exercise and trial in the institution, until they are formally invested or recommended as instructors. It is worthy of remark, that these excellent seminaries for teachers, have principally arisen (indeed with one or two exceptions) since 1815; after the *attention of government and the public, had been particularly turned to the improvement of common schools*. The more elevated the standard of instruction became, the more pressing necessity there was found to be, for well educated instructors; and these teachers' seminaries have been increasing in numbers and excellence, in proportion to the increasing demand for able teachers.

With several of the institutions for general education, answering to our colleges, in Prussia, a *teachers' course* is connected. *This was the earliest efficient measure, bearing upon a supply of competent teachers*. With each of the institutions of this class, a model school of children is united, in order to afford an opportunity to the young men who are to be teachers, to become familiar with the management of the school-room, the dispositions of children, and to acquire a facility in communicating knowledge. In so ripe and perfect a system of general education as that of the Prussian dominions, this is found to be a most admirable feature.

I have not adverted to the Prussian system, with a view of recommending it as a whole. No greater mistake in the practical concerns of education can be committed, than copying entire systems, without carefully estimating the difference of circumstances. What is intrinsically excellent and admirably adapted to the latitude of Gottingen or Wurtemberg, may be a disastrous failure at Harrisburg.

Nothing but a deep and thorough acquaintance with the existing circumstances, peculiar prejudices, and organization of society, can furnish a safe and intelligent basis of calculation, as to the fitness of any given system, or the modification which it should receive.

In Massachusetts, they have ventured gradually to adopt several features of the Prussian or German system. First, connecting the *teachers' course* with the colleges and academics; and within the last year, establishing a teachers' seminary, *without the model school of boys*. The former, the *teachers' course*, has been, in almost every instance, successful. The latter, the teachers' seminary, is so far successful, though it is generally believed to have been prematurely established. From the personal qualifications, and long and rare experience of its principal, [Mr. Hall] I do not doubt it may become a permanent, and, perhaps, a triumphantly successful institution. But owing to the difference of circumstances, the same seminary would languish and die



among us. The teachers' course might be added to our college system, and at length to that of the academies, when they shall have become sufficiently elevated. When the circumstances are favourable, the *model children's school* might be connected with this course. The colleges, however, are, and will continue to be, so few, that it were impossible that they should accomplish more than a fractional part of the work: They are, moreover, remote from the great bulk of the population. It is, as before hinted, to the *county academies* that we must look. Let the colleges first furnish competent and efficient teachers for these academies, with the *certain prospect that they will be needed*. There is, in all our counties, a rich mine of talent, which remains unwrought. Now, it is only necessary to get access to it with proper means and facilities for operation, to bring it out to the light, and stamp upon it a coinage and superscription which will give it currency. These academies, if on a proper basis, in a flourishing condition, and in the hands of well-qualified teachers, would bring the blessings of education so near to every mind that is susceptible of the least impulse or excitement, that they could not fail to bring out for teachers of common schools, and for the liberal professions, hundreds who, but for the nearness of their residence to those, would never have conceived it possible to acquire any thing beyond the merest rudiments of education.

I beg to assure you, sir, of the high consideration which I entertain toward yourself personally, and the honourable gentlemen of your committee, and to subscribe myself,

Very truly, your obedient servant,

CHAUNCEY COLTON

Harrisburg, 19th December, 1833.

*A Letter from Roberts Vaux, Esq.*

PHILADELPHIA, 12 mo. 25, 1833.

To SAMUEL BRECK, Esquire, Chairman,

*And the Joint Committee of the Legislature of Pennsylvania,  
on the subject of Education.*

GENTLEMEN—I am favoured by the receipt of your letter of the 20th instant, requesting such information as I may possess, relative to the important subject committed to your inquiry and consideration. Your predecessors, for many years past, have made similar calls upon me, and I have very cheerfully responded to them; but unhappily, hitherto, no results have flowed from legislation adequate to the great ends designed by the constitution, and reasonably looked for by the people. The present excellent chief magistrate of Pennsylvania, has frequently and fully exposed this grave matter to the General Assembly; and in my humble quality, as president of the Pennsylvania Society for the promotion of public schools, I have laboured, by ex-

tensive correspondence in the State, to collect information, which has been digested and published in various forms, for the instruction of our fellow citizens. I cannot now, gentlemen, attempt an elaborate exhibition of my reflections, of which this highly interesting topic is susceptible—my leisure does not permit it; but I will very briefly furnish what may be regarded as *mere hints*; and possibly these may lead your minds to the ampler investigations, which the case so eminently deserves.

In the first place, then, I conceive that certain preliminary steps should be taken, in order to conduct the legislative body to true and permanent plans. Thus, an inquiry ought to be sent to proper officers in every county, clothed with all the sanctions of law, to ascertain the number of children between the ages of six and fourteen years; designating the sex, and how many have the real benefits of school learning, and how many are destitute of these blessings. Returns to be made before the meeting of the ensuing Legislature to the Secretary of the Commonwealth, by him to be duly arrayed in a tabular form, and laid before the General Assembly. Such a platform is, I think, essential to begin upon. Again—in each county, by like means, it should be ascertained what are the means for supplying instructors; whether such individuals can be provided as the proper character? if not, whether there be young persons of established reputation, and known to the inhabitants, who would be willing, and whom they would recommend to be qualified for the office of teacher at the expense of the State, and who would, moreover, engage to fulfil that important duty, in the neighborhood which should select such candidates. Nothing is more vain, than to attempt the organization of a school system, *with the present lamentable want of suitable teachers*; it must fail of any satisfactory consequences. Appended to the interrogatories concerning the number of children, should be the question about teachers.

For the preparation of teachers, I would propose sending them to the colleges and academies which already exist in this State; and in order to learn what will be the lowest cost of instruction and boarding of pupils, let a circular letter be addressed to each of these institutions, desiring their replies to be forwarded to the officer above designated, in season for the Legislature. The ordinary branches taught in the kind of schools suggested, (excepting Latin, Greek, &c.) to constitute the course of instruction. As for manual labour schools, I do not think them adapted to a system of general education for Pennsylvania; it has been supposed that they might be advantageously formed in different sections of the State, to qualify teachers, but I doubt their fitness even for that purpose; the cost would prove too great.—We have thus devised means to discover how many are to be instructed, and how to provide teachers. When each county is supplied with instructors, let the Legislature apportion to it a sum adequate to its wants, to be determined by the number of children to be taught, at the rate of sixteen dollars per annum for each child, and require the county to provide by a tax, the additional funds to pay the salary of

the teacher, and furnish school houses, books, &c. &c. The schools to be governed by directors, to be chosen every *three* years, when township officers are elected. Their accounts to be rendered annually to the court of Common Pleas, to be by that tribunal handed to the auditors, and by them reported after examination to said court. The amount paid from the treasury of the State, to be annually accounted for by the county commissioners, and reported by the Auditor General, to the Legislature, whose duty it shall also be to examine the said county commissioners' accounts, which are to state the actual number of children in school in each county, for the information of the General Assembly.—As for the branches to be taught in the schools, beginning with the rudiments, let them extend to the utmost limit of the teacher's knowledge, embracing, as it should, all the learning required for the useful purposes of life. I would by no means prescribe *the method* of conducting the institution; every teacher in such school, ought to be left to his own discretion in that duty.

In addition to these means, I have long been extremely anxious to see a book prepared, under the auspices of the Legislature of our State, to be introduced into every school organized under its patronage, and likewise placed in all other schools, and in short, in every family in Pennsylvania. If originally prepared by the State for its own schools, it could be furnished for a mere trifle to other schools and families.—This book may be called, *The Pennsylvanian Youth's, and Freeman's Book of Duties*. It should be written in a very plain style, and be arranged somewhat after this manner:

#### Chapter 1.

Of duty to the Creator;  
 to parents;  
 to brothers and sisters;  
 to teachers and school mates;  
 to masters teaching any trade or profession;  
 to all men;  
 Of personal respect, and especially the value of temperance.

#### Chapter 2.

Duty of a freeman;  
 To vote at age, and on payment of taxes;  
 To serve as a juror in civil and criminal cases, as an arbitrator, on an inquest, as an overseer of the poor, as executor or administrator, as guardian of orphan children, as an inspector or judge of an election, supervisor of the road, justice of the peace, &c., illustrating briefly the general obligations incident to the faithful discharge of these functions.

#### Chapter 3.

On the settlement of Pennsylvania, by Penn; the founder, and his followers, showing their practical operations and conduct toward the aborigines; extend this down to the period of the revolution, and the establishment of the actual government, giving the constitution of Pennsylvania, and the declaration of American independence,

## Chapter 4.

On female duties, and occupations in the household, &c. &c.

## Chapter 5.

On the general obligations of husband and wife, parents and master and mistress.

Such a book as that suggested, would, I am sure, yield an abundant harvest of good to our Commonwealth, and for a premium or fee of from one to two hundred dollars, a very competent person would prepare it, and the copy right might be so disposed of, as to make it an object with the publisher, to supply the State schools for almost no expense. The whole work could, I think, be embraced in a duodecimo of three hundred pages. The chapters should be divided into sections, so as to render them fit for the ordinary reading lessons, adapted to each pupil of a class. I hope this idea may find favor in your minds, and lead to a useful result.

One more proposition, and I am done. If it were in my power, I would cause another book to be provided by the State, for the use of the *teachers* in the schools to be established, and that should be prepared in the form of *lectures*, and written in as familiar a manner as the respective subjects would allow, viz: On the application of the arts to the purposes of man, on political economy, on astronomy, on chemistry, and on certain branches of natural philosophy. These lectures I would *require* the teachers in all the public schools, *to read* at proper times, *to his whole charge*, at least twice in each week. I am satisfied that in this manner, a most valuable stock of knowledge would be imparted to the youth of our State. We have many competent individuals who could prepare such lectures, and it would be worthy of Pennsylvania to thus show her devotion to the diffusion of useful knowledge among her great and growing population. "*Good instruction is better than riches*," was the motto which the illustrious founder of this State gave to the seat of the first and only literary incorporation granted by him in the city and county of Philadelphia, almost a century and a half ago; and the force and beauty of the sentiment has lost nothing by the lapse of time, nor by the experience of mankind through that eventful period of the world.

It may be supposed that the work which I have ventured to cut out, in the preceding rather crude thoughts, cannot be accomplished by a committee of the Legislature, necessarily obliged to devote its attention to other important affairs of legislation. If the business cannot be done thoroughly, it had better not be attempted by such a committee, but let a bill or resolution be passed, constituting a suitable commission to execute the details of the plan, and report the whole to a future session for its final disposition. I should presume three, or five citizens might be selected for such a service, and who would perform it free of cost, excepting actual expenses incurred.

I am almost ashamed to transmit this scrawl, but really have not time to make a transcript of what I have written.

With great respect, I remain

Your friend and fellow-citizen,

ROBERTS VAUX.

*A second Letter from Roberts Vaux, Esq.*

PHILADELPHIA, 12th Mo. 27, 1833.

TO SAMUEL BRECK, Esq. Chairman,

*And the Committee on Education, &c. &c.*

GENTLEMEN—Upon reflection, I find that in my letter to you under date of the 25th inst., I omitted to mention that the Lancasterian system of instruction, is in the most successful operation in the city and county of Philadelphia. No change, in my opinion, can be made to advantage here, in this respect. I devoted fifteen year's attention in the organization and supervision of this system, as president of the board of controllers of the public schools, and am thus enabled to express a confident opinion concerning its utility. The *book*, and the course of *lectures* about which I wrote, should, in my judgement, be furnished to *this*, in common with every other part of our Commonwealth. Thomas Dunlap, Esq., my successor in the board of control, will furnish you with the annual reports of that institution, according to the request of your chairman.

Very respectfully,

ROBERTS VAUX.

*Letter from Governor Marcy, of New York, accompanied with a communication from John A. Dix, Esq. Superintendent of Common Schools, in that State.*

ALBANY, 19 December, '33.

MY DEAR SIR:—It gives me pleasure to comply with your request, as far as I am able. The accompanying letter to me, from Gen. Dix, the superintendent of common schools, is an answer to your several inquiries. I have thought that our laws on the subject of common schools, and the report of the superintendent last year, would assist you to some views that may aid you in forming your system. I have therefore taken the liberty of forwarding them to you. In a few weeks, the superintendent will have prepared his report for this year. I will bear it in mind to furnish you with a copy. If it should occur to you that there are other facts which we may possess on this subject, that could be of any use to you, it will give me pleasure to comply with any future request to furnish them.

I am, dear sir, your ob't serv't,

W. L. MARCY.

Hon. S. BRECK, Chairman of Common School Committee.

STATE OF NEW YORK,  
*Secretary's Office, Albany, 20th December, 1833.*

Answers to the questions contained in the letter of the chairman of the committee of the Legislature of Pennsylvania, for arranging a plan of general education.

1. Our school fund is not sufficiently large to meet the expenses of the system. It pays only about one-eleventh of the annual expenditure.

2. The capital of the common school fund is \$1,754,046; and the estimated revenue for 1834, \$106,800. Only \$100,000 is annually distributed to the common schools. Whenever there is a surplus of revenue, it is annually invested, and thus augments the capital of the fund. There are also local or town funds for the support of the common schools in particular towns, the whole revenue of which, in 1831, was \$17,198 25. In 1832 it was \$18,593 24, as will appear by the report of the superintendent to the Legislature, in January next.

3. All taxes for the support of the common schools, are laid by vote of the inhabitants of each school district—See art. 5, act relating to the common schools; pamphlet edition, herewith enclosed. See also page 14, report of the superintendent for 1833, herewith enclosed.

4. The whole number of children who received instruction in the common schools during the year 1831, was 494,959; and in 1832, (as will appear by the next report of the superintendent to the Legislature,) 512,475.

5. The system is universal, and in the interior of the State, the children of the rich, as well as the poor, attend the schools. In the cities and large villages, those who can afford the expense, usually send to private schools.

6. The teachers are not formed according to any prescribed system or plan of instruction; nor has the State any seminaries or model schools for the education of teachers. The only test of qualification is an examination by the inspectors—See art. 4 of the accompanying act.

7. The average monthly wages of female teachers is \$5, and of male teachers a fraction less than \$12. The annual cost per scholar, including interest on investment in school houses, cost of fuel, books, and all other items of expenditure, is about \$2 28.

8. The usual mode of instruction prevails. There are a few Lancaster schools in this State, which participate in the distribution of school moneys.

9. Our laws are silent as to the course of instruction and the subjects of study. These matters are left entirely to the discretion of the district school officers and teachers. There is no limitation as to the age of admission to, or dismissal from the schools.

10. The plan succeeds remarkably well. The only material improvements of which the system is susceptible, are to raise the qualifications of teachers, and to extend the course of instruction. The

former is contemplated by preparing teachers for the business of instruction, at the incorporated academies, through separate departments created for the purpose, and the second, by introducing some new subjects of study. On these points, the next report of the superintendent, which will be forwarded as soon as it is printed, will contain some suggestions.

11. The average number of scholars to a school, is 56 and a fraction. In secluded neighborhoods they are often less.

12. The two sexes are usually taught together. In large schools they are sometimes separated, and the females are taught indiscriminately by male or female teachers.

13. No town can participate in the distribution of the common school fund, unless it levies upon its inhabitants a sum equal to that which it is entitled to receive from that fund under the general apportionment.

14. There are no manual labour schools within the provisions of the act relating to common schools, nor is manual labour connected in any manner with the latter.

15. The schools are kept open an average period of eight months. They must be taught three months by a qualified teacher, (i. e. one who has been examined by the inspectors) to become entitled to a share of the public money.

The annual report of the superintendent of common schools for 1833, contains so complete a view of the operation of the system, that any thing further is deemed unnecessary.

Respectfully submitted.

JOHN A. DIX,  
*Sup't. Common Schools.*

His Excellency GOVERNOR MARCY.

*Letter from John A. Dix, Esq. Superintendent of Common Schools,  
in the State of New York.*

STATE OF NEW YORK,  
*Secretary's Office, Albany, 14th January, 1834.*

SIR: In a memorandum which I gave to Governor Marcy some weeks ago, containing answers to some inquiries addressed to him by a committee of which you are chairman, I promised to send a copy of my annual report to you as soon as it should be printed. It is now in the hands of the printer, ut as there are annexed to it voluminous documents, which will delay its publication at least ten days, I have thought best to forward by this day's mail, a copy of so much as is printed. I will, as soon as it is completed, forward another.

I would take the liberty of remarking that a new system is best put into operation, where much depends on the exertions of individuals, by persuasion rather than positive regulation. The system of common school instruction in this State, has been organized and brought



to its present perfection by the stimulus of a very small pecuniary interest. If a sum of money should be annually distributed among the towns in your State, and if it were left to them to decide whether they would participate in the distribution, considerations of interest would soon determine them in favor of such a course. No town would be likely to resist such considerations, while adjacent towns were availing themselves of the public bounty.

I am, sir, very respectfully,  
Your ob't. serv't.,

JOHN A. DIX.

Hon. SAMUEL BRECK.

*Letter from W. H. Kirby, Esquire, Secretary of State, of Ohio.*

COLUMBUS, O. Dec. 20th, 1833:

DEAR SIR—Your communication of the 13th instant, to the Governor of Ohio, has been received, and owing to official duties requiring his immediate attention, he has handed me the communication, with a request that I would afford you the desired information.

To put you in full possession of all the provisions of our school system, I forward you copies of all our school laws.

The following brief answers may be given to your several questions: Excuse me for not enlarging, as you will find, from an examination of the laws, most of the information asked for.

1. Our school fund is not sufficiently large to meet the expenses of the system, without resorting to taxation.

2. Our school fund amounts to about \$550,000:

3. There is levied,  $\frac{3}{4}$  of a mill on the dollar, ad valorem, and collected in the same manner and at the same time that the general revenue is collected.

4. We have no means of ascertaining the number of scholars:

5. The system is universal, but the rich and the poor enjoy equal privileges.

6. We have no system for the preparation of teachers; but before they are permitted to teach a district or public school, they must undergo an examination, which is conducted by persons appointed for that purpose, by the courts of Common Pleas of the several counties.

7. The teachers are usually employed by the month or quarter, at the rate of from 12 to 20 dollars per month: the cost per head for each scholar, depends upon the number of scholars, which varies from twenty-five to sixty.

8. The mode of instruction is that of the ordinary kind.

9. No higher branches of education are required by law to be taught, than reading, writing and arithmetic.

10. Our plan, thus far, has progressed equal to the sanguine expectation of its friends: there is but little doubt, however, that it is yet defective in many points, and highly susceptible of improvement.

11. The number of scholars in a school, is indefinite.



12. No distinction is made between the sexes, both being taught in the same school, and by teachers of either sex, according to the convenience of the employers.

13. The districts are not compelled by law, to furnish funds equal to those furnished by the Legislature.

14. Manual labour is not, as yet, in any way connected with the system.

15. The continuance of the district schools, depends entirely upon the amount of school fund, and the discretion and ability of the inhabitants of districts.

Respectfully, your obedient servant,

W. H. KIRBY,  
Secretary of State.

SAMUEL BRECK, Esq.  
Chairman of Joint Committee, &c.

*Letter from Ralph Metcalf, Esq., Secretary of State, of New Hampshire.*

SECRETARY OF STATE'S OFFICE, }  
Concord, January 10, 1834. }

HON. SAMUEL BRECK,

*Dear Sir :* I am requested by His Excellency Governor Dinsmoor, to answer the several questions addressed to him in your communication of the 13th ult.

I should have attended to it sooner, had I not been necessarily absent from the capitol, for a few weeks past, nor shall I now be able to offer any suggestions of my own, but must confine myself in my answers to mere matters of fact, and will therefore say to your enquiries,

1st, 2d and 3d. We have no school fund in this State, except what is derived from an annual tax on the banks, which amounts to about \$11,000 per annum. The residue of the sum expended in support of our common schools, is derived from a tax on the polls and rateable estate of the inhabitants. This tax *must* amount to \$90,000 throughout the State, and as much more as the town may see fit to levy.

4th. The law not requiring the returns of the number of scholars in the several towns to be returned to this office, I have not the means of knowing the number in the State. *All* persons between the ages of four and twenty-one years, have a right to attend our common schools.

5th. Is answered by the above, as to its universality. The wealthy sometimes prefer private instructors.

6th. Our teachers are educated and prepared in our common colleges, academies and schools.

7th and 15th. Our schools are generally kept three or four months in the Winter, and four or five in the Summer, though in some districts they are kept the year round. The Winter schools are taught by males, whose compensation varies from twelve to twenty-five dol-

dollars per month, according to the number of scholars in the school, and the experience of the teacher. The compensation to females is generally from one to two dollars per week. The female schools are mostly made up of small scholars, and the low price paid, often enables the districts to continue the school several months.

8th. Our system of instruction is the common method. The Lancasterian plan has never been adopted in our common schools.

9th. The law requires instructors to be qualified to teach reading, writing, English grammar, arithmetic and geography; but the higher branches of our English education are often taught.

10th. Our common school system answers our expectations, but is doubtless susceptible of improvement.

11th. Each town is divided into as many school districts as the convenience of the inhabitants requires, and these districts are *quasi* corporations. They vary in extent of territory and population, according to circumstances, and consequently the number of scholars in each district varies. A school is kept in each district. In large villages, the number of scholars in a school often exceeds one hundred; but so large a number cannot be taught to advantage. About forty or fifty may be considered as the average number in a school.

12th. The two sexes are generally taught together. In some large villages, however, there are exceptions among the small children. When thus separated, the girls and often the boys are taught by females. This separation is not very extensive. The division is oftener made by age.

13th. The sum raised by taxes for the support of schools, is raised and expended in the several towns, according to their proportion of the public taxes; but as I observed before, each town may raise as much more than their proportion as it pleases, though it cannot raise a less sum. The literary fund is distributed to the towns in the same proportion. These sums are divided among the several districts, generally according to the number of scholars; though sometimes according to the amount of taxes in the districts. From this sum, the board of the instructor and fuel *may* be taken, though this is not always done, the inhabitants often contributing these two articles; thereby lengthening the term of the school.

14th. We have no manual labor school in this State.

For an abstract of our common school laws, I must refer you to the revised laws of this State, edition 1830, which have been forwarded for the use of your State, and may be found, I presume, in your State library, where you will find all our laws on this subject in full.

With great respect, sir, I have the honor to be

Your most ob't. serv't.,

RALPH METCALF,  
Secretary of State.

*Letter from the Governor of Connecticut, accompanied by  
reports to him.*

MR. SAMUEL BRECK :

SIR—Yours of the 13th of December, was duly received, and immediately referred to the commissioner of the school fund.—His answer is just received, and is enclosed, together with a copy of a report of the Comptroller of our State, to the Legislature. These, it is presumed, will afford you all the information desired.

The subject is one of extreme interest, and well worthy the constant and earnest attention of the guardians of the public interest. In our State, I believe, great improvements remain to be made. Our greatest deficiency is, incompetent teachers. We do not consider our work on this subject as done, by any means. Improvements in education, as well as every thing else, are constantly taking place; but much yet remains to be done.

I have the honour to be, very respectfully, yours,

HENRY W. EDWARDS.

Jan. 20, 1834.

LITCHFIELD, January 9, 1834.

TO HIS EXCELLENCY, GOV. EDWARDS :

SIR—The following interrogatories, proposed by the joint committee of the Legislature of Pennsylvania, having been referred by your Excellency to me, the following answers are respectfully submitted :

**Question 1.** “Have you a school fund sufficiently large to meet the expenses of your system, without resorting to taxes?”

**Answer.**—The income from the school fund of Connecticut, is not of itself sufficient to furnish the common schools with teachers; altho’ the whole of it is appropriated exclusively to the payment of their wages and board.

2. “How large is the school fund?”

**Answer.**—On the 1st of April, 1833, the nominal capital was reported to amount to \$1,929,738 50, and invested as follows, viz :

I. In bonds secured by mortgage, on annual interest,	\$1,432,620 01
II. Stocks in the banks of this State,	147,450
III. Cultivated lands and buildings in N. Y., Mass. and Connecticut,	197,018 14
IV. Wild lands in New York, Vermont, and Ohio,	134,202 06
V. Personal estate, consisting of stock on farms, &c.	1,810
VI. Cash in the treasury, to be invested,	16,638 29
Total,	<u>\$1,929,738 50</u>

3. “If you tax, how is the tax laid?”

**Answer.**—The territory of the State is divided into 209 school societies: Each society is sub-divided into school districts, by the inhabitants, in a legal society meeting. The whole number of school districts is 1619. The inhabitants of each district are a community, authorized

by law, in their legal meetings, to appoint a clerk to keep their records—a treasurer to receive their moneys—to enact rules relative to their school-house and fuel—to lay a TAX for the purpose of building, purchasing or repairing the *school-house*, lot and appendages, and to purchase *fuel*; but for no other purpose.

After the moneys received from the school fund are expended towards paying the teacher, (and it can be used for no other purpose,) the balance due to the teacher, (if any,) is apportioned among the parents or guardians of the scholars, according to the time each has attended school, and is generally paid with great promptness. In a few districts, their dividends from the school funds support their schools; but in a large majority of the districts, they contribute from their own funds, as above stated.

4. "What number of scholars of both sexes?"

*Answer.*—As the districts are not required to make any returns of the number of scholars taught or attending the school, and as no returns have ever in fact been made, I have no means of ascertaining. The number of children between 4 and 16 years of age, in the State, is 85,172 according to the annual enumeration. This enumeration is taken by officers, under oath, and is made with great accuracy, and furnishes the rule by which the school moneys are annually apportioned to the several districts.

5. "Is the system universal; and if so, do the rich avail themselves of it?"

*Answer.*—It is universal, and the rich, as well as the poor, avail themselves of it, except in the cities and large villages, where the schools are so crowded, that those who are able, have, at their own expense, established select schools, and left the whole benefit of the school fund to be enjoyed by the poorer class.

6. "Are your teachers formed or prepared in the common schools, or have you model schools for them?"

*Answer.*—There are no model schools. The teachers are generally prepared in the common schools; though some have received an education at our academies and colleges. The project of a seminary for the training of teachers, has been a favorite measure with many gentlemen in New England, and however much it may promise, has hitherto been deemed impracticable.

7. "What is the average annual salary of those teachers, and what the cost per head of the scholars?"

*Answer.*—I am unable to answer either branch of this question. The monthly compensation to a male teacher varies from \$12 to \$25. Females are employed at about one third the compensation paid to males.

8. "What is the mode of instruction; whether by the system of Lancaster, or in the usual way."

*Answer.*—The latter, almost universally. There is one school only, in Connecticut, within my knowledge, according to the system of Lancaster.

9. "What branches, if any, do your laws direct to be taught, beyond reading, writing, and arithmetic; and at what age are children admitted and dismissed?"

*Answer.*—By statute, parents, and those having the care of children, are required to "teach and instruct them, or cause them to be instructed to read, write, and cypher; as far as the first four rules of arithmetic;" and if they neglect it, the select men of the town may bind them out to some proper person—See revised statutes of 1821, page 107. There is no child of any age refused admittance, nor those of any age dismissed, on the ground of age, till they choose to leave the school.

10. "How does your plan work? Is it susceptible of improvement? If so, in what way?"

*Answer.*—I think our plan is a good one. The great difficulty is a laxity in the execution of the law, particularly an inattention to the examination of teachers prior to the commencing of a school, and a neglect, afterwards, to visit the school while it is in operation. This is principally owing, I presume, to the fact, that the services of this officer is not compensated, and might be remedied by providing a moderate compensation.

11. "How many scholars compose a school?"

*Answer.*—There is no limitation. All within the territorial limits of the district may attend—and vary from fifteen to eighty in number.

12. "Are the two sexes taught together; and if not, are male or female teachers employed for the instruction of the girls?"

*Answer.*—The two sexes are generally taught together, usually by a male teacher in the winter, and a female in the summer. The proportion of females in the summer is much the greatest. The males attending the summer school are usually very young.

13. "Does your plan oblige each township or school district to furnish funds of equal amount to those furnished by the Legislature, or arising from the school fund?"

*Answer.*—It does not.

14. "Is manual labour in any way connected with your system of instruction?"

*Answer.*—In no instance, to my knowledge.

15. "Are your schools kept open all the year; if not, how many months?"

*Answer.*—I am of opinion, (though I have no means of ascertaining with any accuracy,) that more than three fourths of them are kept open through the year, and the remainder probably through the months of December, January, February and March.

A copy of our school laws will be found in the revised code of 1821, page 396, &c. which was transmitted to the Executive of Pennsylvania some time in the year 1822.

The amount paid from the school fund to the schools, was, in the

year ending the 1st May, 1826,	872,123 35
1827,	72,114 60
1828,	72,374 95

1829,	\$72,164 15
1830,	76,505 40
1831,	76,581
1832,	76,585 50
1833,	80,913 40
Probably will be, in 1834,	85,000

By the stipulation in the bonds of the debtors to the school fund, the interest is annually payable on the 2d day of September. But as two dividends are made in the year, viz: the 1st of October and the 1st of March, the debtor has his election to pay *all* his interest in September, or one *half* of it at that time, and the other half by the 1st of February following, without any charge of interest thereon. They generally avail themselves of this privilege, as the produce of farms is not usually converted into cash until about February.

In 1831, an attempt was made by the Legislature of this State, to obtain from the school districts reports of the condition of the common schools; the result of which is contained in the accompanying copy of a report made by the comptroller to the Legislature at May session, 1832.

I am, with great respect,

Your Excellency's most obedient servant,

SETH P. BEERS,

*Commissioner of the School Fund.*

*To the Honorable the General Assembly of the State of Connecticut:*

In obedience to a resolve of the General Assembly of 1831, requiring "the Comptroller to furnish each school society committee in this State with blank forms, to enable said committees to make return to the Comptroller, on or before the 1st of March next, of the number of school districts; the length of time a public school is kept in each; if the instructor is male or female; the compensation; the number of scholars; the studies pursued; and books used; and any other information to enable the Comptroller to report to the next General Assembly, the condition of common schools,"

The Comptroller respectfully reports:

That as directed by the above resolution, he prepared and forwarded to the several school society committees in this State, blank forms, to be filled by them with the information required. And of the 208 societies into which the State is divided, returns have been received from 136, which accompany this report.

It will be perceived, that of this partial number of returns, many are incomplete. In some of them, items of information called for, are altogether omitted, (as in the case of the number of scholars taught.) In many instances, districts are omitted, as not heard from, rendering it impracticable, even if the numbers taught in others, were, in all cases returned, to obtain a correct comparative view of the

proportion between the enumeration of persons, and the number actually taught. In others, the pay of the teachers is stated as *including* board; in others, the amount inserted, is *exclusive* of board. But in most cases, the facts last mentioned are not stated, and remain uncertain; consequently, no correct average of compensation can be obtained. The time which schools are taught, is often equally indefinite; some committees returning the *Winter* school only, others returning the amount of teaching for the whole year.

The Comptroller regrets, that from the above causes, he is unable to make a definite report on these particulars; but on other points, the returns are more complete; and although but two-thirds of the societies have been heard from, yet as some returns are received from each county, and nearly in an equal proportion from each, it is believed that the result may be relied upon, as affording a correct general view of the common schools in the State. And it is gratifying to observe, that although there are some obstructions in the progress of improvement, the schools, almost universally, as far as they are heard from, show, that within a few years, a great improvement has been made in respect to the books used for instruction; and branches of learning are now universal in our *common schools*, which a few years since, were considered as belonging, almost exclusively, to schools of an higher order. It would seem to follow, that if the teachers understand the books which they use, and are qualified to impart to, and fix in the minds of their pupils, the knowledge which they contain, our primary schools are at present, much superior to those of former years.

It appears that in addition to reading, writing and arithmetic, grammar and geography are taught in every society from which returns have been received, and with few exceptions, in every district, and are probably taught in every school society in the State. In about one-fourth of the returns, books upon the subject of surveying, chemistry, natural philosophy, history, geometry and algebra, are mentioned, as being, one or more of them, used in many districts.

The books most extensively studied, after those on the first rudiments, are, on arithmetic, Daboll's, in nearly all the societies, and Colburn's and Smith's in many, besides three or four others, less extensively. In geography, the books of Woodbridge and Olney are used in nearly equal numbers; one or both are employed in nearly every society; Morse, Parley, Willet, Cummings, Worcester and others are also mentioned. Murray's grammar is used in more than three-fourths of the societies returned. Greenleaf's, Webster's and Dowd's grammars are preferred in nearly the order in which they are here mentioned.

Under the head of "General Remarks," the committee have, in several instances, mentioned what, in their opinion, were the prominent evils attending the system, as now practised. The complaint most frequently made (in the returns) is the want of interest in the minds of the visitors, caused, chiefly by their services being *gratuitous*; and it is suggested that a small compensation shall be provided for this



duty, and that the inspection should be more frequently made. In several of the returns it is complained that after the dividend received from the school fund is expended, the schools are in many instances suffered to stop. This want of interest in parents, is also said to produce another evil of still greater magnitude: the employment of incompetent teachers; the pay annually offered being insufficient to command the qualifications and experience which the duty requires. School teaching being now often resorted to by young men, in the intervals of, or preparatory to, more lucrative or permanent employment, when it should be considered as a profession; not only highly honorable in itself, but as affording a permanent and decent support, and a business for life. Under this head, several of the committees also recommend that the qualifications of teachers should be defined by the Legislature.

The diversity of books upon the same subject, and the variations in the different editions of the same books, are other evils most frequently mentioned in the returns; three or four books upon each branch of instruction, being often often used, and in some instances even five, in the same society, and two or three in the same district.

A division of the scholars belonging to the same school, under male and female teachers, according to age, is recommended by several of the committees.

Although complaints of evils in the system are made in some instances, yet in many of the returns, the schools are described as prosperous and improving; and the impression which an examination of the returns leaves upon the mind, is, upon the whole, a favorable one, and leads to the conclusion, that if a few obvious evils were remedied, and a greater interest in the subject awakened in the public mind, our common schools would soon attain to that state of improvement so anxiously looked for by the friends of primary instruction.

#### *Letter from the Executive of Maine.*

AUGUSTA, ME. January 20, 1834.

SIR—I have the honour to acknowledge the receipt of your letter of the 13th December last, requesting information respecting the system of general education established in this State, and in reply, I herewith forward to you a copy of the laws of Maine, for the education of youth; and would observe, in answer to some of your inquiries, that we have no general school fund, and the tax required to be raised, equal at least to forty cents for each inhabitant, is assessed as other town and State taxes, on the polls and estate of the inhabitants. In some of the more wealthy and populous towns, private schools are common, but in general the children of all classes—of the rich as well as the poor—attend the public schools established by law. We have no model schools, expressly for the instruction and preparation of teachers, but they are usually educated at our colleges and acad-



mies. The salaries of the teachers vary from fifteen to twenty dollars a month; in some few instances it may be less, in others more than these sums. In a few schools the Lancasterian system has been adopted, but in general, the mode of instruction is in the usual way. The two sexes are taught together, and female teachers are usually employed for the instruction of the younger scholars. The schools taught by a master average about three months, and those by a mistress about two months in each year. But in some towns a school is kept during the year.

Our system is undoubtedly susceptible of improvement, and the subject is now before a committee of the Legislature of this State. I will only suggest, further, that it has often been considered that a separation of the younger scholars from those who are more advanced, would be attended with a beneficial result; and a high school, to be composed of scholars selected for their good conduct and progress in study, from the primary schools, has been recommended.

I am, sir, respectfully,

Your obedient servant,

SAM'L. E. SMITH.

Hon. SAM'L. BRECK, *Chairman of Joint Committee.*

*Letter from A. C. Flagg, Esq. late Superintendent of Common Schools; in the State of New York,*

ALBANY, Dec. 29, 1833.

SAMUEL BRECK, Esq.

-DEAR SIR:—Your letter of the 20th instant, on the subject of a general system of education, was duly received.

Gen. Dix, now superintendent, received and has answered a letter from a member of your committee, and has sent my annual report for 1833, and the school act. In the appendix to the school act, some views are given respecting the cause which operates to depress the character of teachers, and to which I refer, to avoid detail in a letter.

In organizing a system, in the first place, it should be so arranged as to persuade, and not coerce the people to adopt it. On this point, our first law gave the electors of each town, the choice of organizing under the system or not. The money was apportioned, say \$2,000 to a county, from the state treasury, and this sum was paid to the county treasurer, who received with it an apportionment, say \$200 (according to the number of souls) to each town: The town, before it could receive the \$200, must vote a tax of \$200 more, and organize into school districts and establish schools under the system. If any one or more towns stood out, then the \$200 was divided among the towns which complied with the law. Many of the best towns in the State, refused to organize for one, two, and three years; but find-

ing that there was money apportioned to them from the state treasury, and that this went to their neighbouring towns, they gradually came in; and now, every town in the State is embraced in the system. For many years, the law as to the tax and organization, has been imperative, and the school tax is annually levied by the boards of supervisors, without any vote from the town, unless the electors vote to raise twice as much as is apportioned, which they are authorized to do.—See p. 340, N. Y. Rev. S. Sub. 3 of §5.

The system should not select out the poor, and give the school, or a portion of it, the character of a pauper system. The children of those who are able to pay, unless they withdraw and send to a private school, should share in the public money. The rich should be taxed according to property, for building the school-house, furnishing it with fuel, &c.; but the children should be placed in the school upon a footing of the strictest equality. This, in my humble opinion, is a vital principle, and without it is adhered to, a system of general education, in this free country, will be repudiated, even by the poor, who have an independent spirit. In a farming community, there is no trouble in bringing all to the district school. In the cities and villages, there are many who will send to private schools; and here there is also a class who will not object to a charity school. For the extreme poor in the country, the trustees are authorized, at the close of the school, to release their parents from the school bill, and assess the same in the bills of those who are able to pay. I regret that I cannot send you the report of 1831, in which this point is fully stated. I send a report of 1829, not because it contains any thing worthy of particular notice, but because I happen to have an extra copy. You will see by it, that we rely upon our academies to train teachers.

Respectfully,

A. C. FLAGG.

*Letter from Rev. B. O. Peers, President of Transylvania University,  
Lexington, Kentucky.*

LEXINGTON, Jan. 1, 1834.

DEAR SIR: I received your letter this morning, and although I cannot hope to be able to contribute much to the store of information you are collecting respecting common school systems, I give you with much pleasure such views as a pretty thorough investigation of the subject has afforded me.

I send you, for this purpose, a pamphlet containing a report made to our Legislature, in which you will find the results of my observations during a three months tour through New England. This was in 1830. I have since paid two additional visits to the east, for similar purposes, the effect of which, has been to confirm my impressions with regard to all the important points touched in the report.

I recommend to your particular attention the letters appended to the report. They are from such gentlemen as professor Stewart, of An-

dover; Hon. Wm. B. Calhoun, Speaker of the House of Representatives, Mass.; and professors Kingsley and Goodrich, of Yale college. They are valuable, because they speak the sentiments of New England, after two hundred years' experience.

I am pleased to see that you propose to make "the best mode of instructing teachers, preparatory to their taking charge of schools," a prominent subject of investigation. I am persuaded this is one of the first and most important provisions to be made in any effort to advance the interests of education. The establishment of schools for teachers, I think may be regarded as being at present, the great desideratum. The subject has been referred to committees by the legislatures of Massachusetts and New York; and very valuable pamphlets have been written on the subject by Mr. Walter R. Johnson of Philadelphia, Rev. T. H. Gallaudett of Hartford, and Mr. James G. Carter of Lancaster, Mass. I mention these sources of information, thinking it possible you might be pleased to avail yourself of them. Were I to venture a criticism upon the excellent plans which have been proposed, I should say that they seem to me to have been drawn up on too large a scale for a *beginning*. It is a recommendation of any scheme, that while it is susceptible of indefinite expansion, it admits of but a moderate beginning. I do not see why all our colleges and reputable high schools, may not become nurseries for teachers. The mechanic, to learn a trade, only wants an opportunity to *practice* under the *direction of a skilful* workman. The youth who wishes to acquire the *art* of education, for it is an art, needs two things: an opportunity to acquire knowledge, which he may by and by impart to others, and also of a course of superintended practice that he may learn the art of communication and mental training. I do not see why a system of educational apprenticeship should be more impracticable or inappropriate than any other. The difficulty, I apprehend, however, does not relate so much to the establishment of professional schools, as to the fact, that few, I am may say that almost no young men think it worth while to fit themselves for a business which offers only the scantiest remuneration in the form of honor and emolument. Here I am confident is the source of all the evils complained of in relation to the defectiveness and imperfect diffusion of education: *The people do not value it as they ought*. Did they rank it among the *necessaries* of life, instead of placing it low down on the list of dispensables, agents in abundance would soon find or create means to fit *themselves* to serve them in the very best manner. Is it not, then, the *demand* for education, that needs to be stimulated? Let this become what it should be, and the supply will take care of itself. Convinced that every thing depends upon the prevalence of an enlightened and liberal public sentiment with regard to the value of education, we are addressing our efforts, in Kentucky, to the production of this, as the great *preliminary* measure. Let our people once be taught to think that they cannot possibly do without *good* education, and they'll have it. Almost all other practical questions on the subject, then, resolve themselves into this: How can this sentiment be created? If parental affection, duty, patriotism, pride, will not excite a man to

educate his children, (and we see they are not sufficient,) what can? I answer, the great ruling passion, *the love of money!* But this is just the cause which now fetters and depresses education. True—but it is because it is not enlightened. It does not know that the best possible way to seek its gratification, is to spend money freely for the production of intelligence, the ultimate source of all wealth. Knowledge is wealth, is just as worthy of becoming a settled maxim, as that which expresses the dependent relation between knowledge and power. I am surprised that political economists have not insisted upon this with greater emphasis, when detailing the sources of production. I am satisfied that it remains for their noble science to construct an argument, which, appealing to the point of greatest sensibility in the public mind, will do more for the diffusion and improvement of education, than all others that have yet been tried. Admitting that intelligence and wealth sustain to each other the relation of cause and effect, they will also be proportionate. It is easy, then, to show how ignorance, which keeps inactive the mind, i. e. the productive capital of a community, is friendly to poverty, and vice versa; and when we take into consideration the saving of time, board, clothes, books, &c. the pecuniary argument urges, with peculiar force, the advantages of good, above indifferent instruction. I wish we had a popular tract, setting forth these truths with perspicuity and fervour, and could have a *copy placed in every family in the Union*. With a view to awaken and enlighten public sentiment in Kentucky, we are about to organize a State Society, with county auxiliaries, and to make an experiment at applying the machinery of the various benevolent societies to the cause of education. By means of agents, newspapers, pamphlets, handbills, speeches, sermons and conversation, I believe a great deal can be done in this way.

Ought we not to have a national convention on this subject? There is experience enough in the Union, if studied *comparatively*, to answer all the purposes of learning and recommendation. Are not our inquiries prosecuted in too isolated a manner? I perceive there is scarcely a State in the Union, in which there is not at least one person who has made the subject of general education his particular study. Supposing the Legislature of every State in the Union, were to employ at least one such person to attend a national convention, say in Philadelphia, and that, availing themselves of the light struck out in convention, and the information and documents each one could contribute, they were to spend a month or more, in digesting a work on popular education; would it not be as cheap a mode of getting the information necessary for intelligent legislation, as could be adopted? Such an arrangement would give to each State the benefits of the experience of all the rest; would repress the great tendency there is to implicit imitation; would introduce more of uniformity, and give more of *national* character to education. If the plan were proposed by the Legislature of our State to the Legislatures of the rest, might it not be accomplished?

In the absence of a fund on which to rely, in whole, or even in part, we are obliged in Kentucky, and I do not much regret it, to ad-

dress ourselves to the reason and interests of the people. The utmost that can be hoped from our Legislature this winter, and perhaps all that at present should be desired, is, that they *order* the division of the counties into school districts, and authorize the voluntary imposition of an ad valorem tax. We shall then be able to act upon the most promising districts with the machinery of our society, and the example of superior schools established in this way, will, by degrees, stimulate to action in others. We have hitherto relied too much on legislation, and have been waiting under the very pernicious impression, that nothing can be done without a fund, forgetting that, under any arrangement, the people cannot be relieved from supplying the money; the only question being as to the *best method* of furnishing it. We have suffered, too, from the false impression, that the Legislature could cheapen the price of education, and give it to us for almost nothing. This appears to me to have been one of the most hurtful, and at the same time one of the most prevalent mistakes, ever made upon this subject. The laws which regulate wages, and the relation between price and quality, are beyond the control of legislation. We are endeavoring, and with success, to introduce into our most profitable situations, first rate teachers from New England, hoping that the difference between a good and bad workman will soon appear upon their pupils—thus making a wide and obvious difference, which inferior education does not make, between the instructed and the uninstructed, thereby causing ignorance to become a brand of disgrace, which no parent will be willing that his child shall wear. I am inclined, therefore, to believe, that all the purposes of diffusion will be spontaneously answered, if we only provide that the education which we do give, shall be of a superior character. If the bugbear expense here present itself, I appeal to the political economist to show us that *good education* is the *cheapest*. The acknowledged mistake of New England and New York upon this point, is conclusive in the way of warning and advice. So long as we encourage the people to wait at the door of the public treasury, expecting every thing from the Legislature, and soliciting education as a charity, they will be listless and inactive themselves. Elevate their taste, excite them to *desire* good education, and we shall be sure to have quantity and quality united.

May I hope to receive a copy of your proceedings, when they shall have been printed?

Very respectfully, your obedient servant,

B. O. PEERS,

*Letter from W. R. Johnson, Esq. of Philadelphia.*

PHILADELPHIA, Dec. 30, 1833.

SAMUEL BRECK, Esq.

DEAR SIR:—Your favour of the 20th instant was duly received, and afforded me high gratification, from the prospect of the near approach to its fulfilment, of that great constitutional duty which was in 1790 imposed on the Legislature of our Commonwealth. It will afford



no sincere pleasure to contribute, in any manner, towards the speedy accomplishment of the objects of your committee. I am at present occupied for a few weeks, in the delivery of two or three courses of lectures, which, in addition to other duties, have prevented a more prompt attention to your communication, and will delay, in some measure, the more detailed observations which I hope to offer in regard to the three topics adverted to in your letter, viz:—*common schools*, *manual labour* in schools, and *seminaries for teachers*.

In the mean time, I shall take the liberty of forwarding a few printed papers, which have, at different times, been presented to the public, and which contain some reference (more or less direct) to all these topics. The earliest of these relates to schools for teachers, being, I believe, among the first productions in this country which had relation to that kind of establishment. My opinions, in regard to the details of a system to be pursued in such seminaries, have been since modified only in respect to minor objects. I still believe, for example, notwithstanding what has been said by others in favour of a school for teachers where nothing but the *art of teaching* should be taught, that it would be far better to follow the plan which I recommended in 1825, of connecting a school for teachers with a plan of *actual instruction*; where various departments of the arts should be practised, and where the candidates for the office of teacher should receive from competent masters, some instruction in the way of lectures or otherwise, in the higher and more important branches of useful knowledge. This would render the institution at once useful as a model, useful as a disseminator of positive information, and more attractive than it could be made, if confined to the simple verbal explanation of plans and methods of imparting knowledge.

In a school of this kind, a provision for manual labour ought undoubtedly to constitute a distinguishing feature, both because those who will resort to it will be likely to come from, and ultimately resort to places where their knowledge of the useful arts will be put in special requisition, and also because their age and circumstances will, in most instances, permit if not require an exertion of some kind, to defray the expenses of their maintenance and education. This practice, together with such knowledge as they would acquire from lectures, and the experience in teaching which they would obtain in the model school, would qualify the young men sent forth from the establishment, to serve with ability and acceptance, the districts in which they should afterwards be employed.

In regard to the system of common schools, you will find in the accompanying description of the New York system, my views, in part, respecting the general features, to be embraced in its construction. It has appeared to me, that the duties of superintendent of schools will, when our State shall have adopted an effective system, be sufficiently important and absorbing to demand the services of a separate officer, who should not be embarrassed with other engagements, as are the several executive functionaries already existing.

I can only add, that I remain, with high respect,

Your obedient servant,

W. R. JOHNSON.



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